

ADEPT
Content Area Evaluations

Guidelines

October 2005

I. Purpose

The No Child Left Behind Act (NCLBA) of 2001 mandates that by the end of the 2005–06 school year, all public school teachers in the United States be “highly qualified” for their positions. In order to earn the “highly qualified” status, a teacher must hold at least a bachelor’s degree, hold a teaching certificate with no waivers, and demonstrate content knowledge in each academic subject that he or she teaches.

To demonstrate content competence, teachers may select from a variety of options, based on NCLBA eligibility requirements. (For a list of specific eligibility requirements, refer to the *Identifying Highly Qualified Teachers* document available online at <http://www.scteachers.org>.) One of the options available to eligible teachers is a local assessment based on what the NCLBA (Title IX, Part A, Section 9101(23)(C)(ii)) describes as “a high objective uniform State standard of evaluation” (HOUSSE). As the NCLBA goes on to specify, the HOUSSE must be centered in an instrument that

- (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
- (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
- (III) provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;
- (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
- (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
- (VI) is made available to the public upon request; and
- (VII) may involve multiple, objective measures of teacher competency.

South Carolina’s Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Content Area Evaluation is the instrument that has been developed to fulfill the HOUSSE requirements in this state.

II. Intended Use

Teachers who meet the eligibility requirements, as specified in the *Identifying Highly Qualified Teachers* document, may elect to use the ADEPT Content Area Evaluation (i.e., the HOUSSE) to demonstrate their content area qualifications. Eligible teachers who are employed under continuing contracts may use this process to fulfill their annual ADEPT informal evaluation (goals-based evaluation, or GBE) requirements, subject to the approval of the school district. Although teachers who are being

evaluated *cannot* earn certificate renewal credits for undergoing the HOUSSE evaluation process, they may be eligible to earn certificate renewal credits for participating in other types of district-approved professional development activities (e.g., conferences, research projects) that are related to the teacher’s goal of becoming “highly qualified.”

The ADEPT Content Area Evaluation (i.e., the HOUSSE) may be used in conjunction with, but *not* in lieu of, the district’s approved, comprehensive formal ADEPT evaluation process for eligible teachers at the annual contract level and for continuing-contract teachers who must undergo a formal evaluation.

III. Performance Dimensions and Competency Standards

The ADEPT Content Area Evaluation is based on five of the ADEPT Performance Dimensions. In order to meet the intent of the No Child Left Behind legislation, the competency standards for the Performance Dimensions must be aligned with the state’s grade-level curriculum standards (or, for a student in special education, aligned with his or her individualized education program) as follows:

PD 1: Long-Range Planning

The teacher develops a comprehensive long-range plan (LRP) that includes instructional goals, objectives, key materials, and student considerations that are appropriate for teaching the content and skills required by the grade-level state curriculum standards for this content area.

PD 3: Assessment Planning

The teacher selects and/or develops appropriate methods for assessing the student learning required by the grade-level standards, determines appropriate timelines for administering the assessments, and develops plans for making meaningful use of the assessment results.

PD 5: Using Instructional Strategies

The teacher selects and effectively uses instructional strategies that are appropriate for teaching the content and skills in the grade-level state curriculum standards and that promote students’ engagement in learning.

PD 6: Providing Content

The teacher teaches content that reflects the grade-level state curriculum standards and is well-defined, accurate, current, and comprehensive.

PD 7: Monitoring and Enhancing Learning

The teacher uses appropriate formal and informal methods to evaluate student learning, provides meaningful feedback, and makes appropriate adjustments to enhance learning during instruction and over time.

IV. Evaluation Teams

Each teacher who participates in the ADEPT Content Area Evaluation will be assigned an evaluation team.

- A. Each evaluation team must be comprised of at least two members.
- B. All evaluation team members must be certified ADEPT evaluators.
- C. All evaluation team members must have successfully completed ADEPT content area evaluation training.
- D. At least one member of the evaluation team must be “highly qualified,” as the term is defined by the NCLBA, in the content area. If a teacher is being evaluated in more than one content area, at least one member of the evaluation team must be “highly qualified” in *each* of these areas.
- E. At least one member of the evaluation team must have a minimum of three years of successful teaching or administrative experience at the same level (i.e., early childhood, elementary, middle, or secondary) as the teacher who being evaluated.
- F. For special education teachers who are being evaluated, at least one member of the evaluation team must have a minimum of three years of successful teaching or administrative experience in special education.
- G. Teachers who serve as evaluators may be eligible for certificate renewal credits under the professional assessor/evaluator option.

V. Orientation

Prior to beginning the ADEPT Content Area Evaluation, the teacher must receive a comprehensive orientation. At a minimum, this orientation must include written and oral explanations of the five ADEPT Performance Dimensions and competency standards, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the results.

VI. Data Collection

The following data collection methods are to be used for the five content area ADEPT Performance Dimensions (standards):

- A. **Performance Dimensions 1 and 3.** Each evaluator must review the content-related sections of the teacher’s long-range plan.

- B. Performance Dimensions 5, 6, and 7 (monitoring student performance during the lesson).** A minimum of two unannounced observations (i.e., at least one observation per evaluator) must be conducted. If the teacher is being evaluated in more than one content area, a minimum of two unannounced observations are required in *each* content area. All required observations must be at least one lesson/class period in length.
- C. Performance Dimension 7 (monitoring student performance over time).** Following each observation, the evaluator must obtain the information called for on the teacher’s “Reflection on Student Learning” form, obtained either by interviewing the teacher on the specific basis of the form and/ or by reviewing the teacher’s written responses on the form.

VII. Documentation

Separate documentation must be kept for *each* content area that is evaluated. Copies of this documentation must be provided to the teacher and maintained by the school district. Upon request, such documentation must also be provided to the Division of Teacher Quality. The following written documentation must be completed by the evaluation team:

- (a) specific evidence regarding the teacher’s performance in the content area with respect to each of the five Performance Dimensions and
- (b) a summary of the teacher’s overall performance in the content area.

VIII. Evaluation Judgments and Conferences

Prior to the end of the semester, all members of the evaluation team must participate in a consensus-based process to make the final judgments. The evaluation team members must reach consensus in terms of whether the teacher *meets the competency standard* or *does not meet the competency standard* for each of the five Performance Dimensions. In order to receive an overall judgment of “highly qualified” in a content area, the teacher must meet the competency standard for all five of the Performance Dimensions. Separate judgments (on the Performance Dimensions and overall) must be made for *each* content area that is evaluated.

Prior to the end of the semester, the evaluation team must meet with the teacher to *discuss* the evaluation results. A copy of the team’s written evidence regarding each of the five Performance Dimensions, as well as the evaluation summary, must be provided to the teacher.

IX. Recommended Timeline for Evaluation

The minimum time period to complete the ADEPT Content Area Evaluation is one semester. If the evaluation team judges the teacher to be “highly qualified” at the end of the first semester of evaluation, the evaluation process may be concluded at that time.

If, however, at the end of the first semester of evaluation the teacher does not meet standard in one or more of the Performance Dimensions, the teacher may request one additional semester of evaluation in the content area.

A teacher who does not successfully complete the Content Area Evaluation after two semesters must receive an ADEPT informal evaluation (i.e., GBE) rating of “not met” for the school year. Additionally, it is recommended that the Content Area Evaluation *not* be conducted again for at least one year to allow the teacher sufficient time to engage in appropriate professional development programs and/or activities. However, districts may elect to conduct a formal evaluation of the teacher during this time, consistent with the provisions of the ADEPT regulation (R 43-205.1).