



# Teacher Education Handbook 2010

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# Calendar of Important Events

## **Deadlines for Applying for Admission to Teacher Education**

October 1      (Teacher Education Committee Meeting: October 10)

January 1      (Teacher Education Committee Meeting: January 15)

March 1              (Teacher Education Committee Meeting: March 15)

July 1              (Teacher Education Committee Meeting: July 15)

## **Deadlines for Submitting Fingerprint/Certification Packets (to Sheran Steading)**

May 1              (Candidates planning to student teach the following spring)

December 1      (Candidates planning to student teach the following fall)

## **Deadlines for Completing *Ideal* Educator Rating Scales (clinical I, clinical II, and student teaching)**

One week prior to the last day of classes

## CONTACT INFORMATION

Below is a list of the faculty and staff in the School of Education and Graduate Studies and their contact information.

Name & Title	Phone	Office	Email address
Barbara Austin, data entry/clerical	864-596-9745 & 864-596-9017	Ezell 105 & Carmichael 109	Barbara.austin@converse.edu
Mrs. Dianne Bagnal, Dir. Of Art Education Programs	864-596-9328	Milliken 212L	Dianne.bagnal@converse.edu
Dr. Ansley Boggs, Associate Professor of Education, Dir. Or Special Education Programs, Dir. Of Teacher Education & Certification	864-596-9084	Carmichael 109E	Ansley.boggs@converse.edu
Dr. Jessica Bergeron, Assistant Professor Education, Dir. Of Deaf and Hard of Hearing Program	864-596-9747	Carmichael 109B	Jessica.bergeron@converse.edu
Ms. Pamela Bradley, Secretary/Receptionist	864-596-9220	Ezell Lobby	Pamela.bradley@converse.edu
Dr. Nancy Breard, Associate Professor of Education, Graduate Studies, Chair of Dept of Education, Dir. Of Gifted Education Program	864-596-9732	Ezell 102	Nancy.breard@converse.edu
Dr. Gina Chapman, Assistant Professor of Education, Dir. Of Mathematics Education Programs	864-577-2044	Carmichael 109C	Gina.chapman@converse.edu
Dr. Wayne Cheser, Associate Professor of Education, Dir. Of Early Childhood Education Programs, Dir. Of NCATE Accreditation	864-596-9083	Carmichael 103	David.cheser@converse.edu
Dr. Alice deMoraes, Assistant Professor of Education, Graduate Studies, Dir. Of Science Education Programs	864-596-9468	Ezell 2 <sup>nd</sup> Floor	Alice.demoraes@converse.edu
Mrs. Jill Feist, Administrative Assistant to the Dean	864-596-9404	Ezell 106	Jill.feist@converse.edu
Dr. Patti Foy, Assistant Dean of the Petrie School of Music, Dir. Of Music Education Programs	864-596-9172	Blackman 132	Patti.foy@converse.edu
Dr. Kathy Good, Interim Dean of the School of Education & Graduate Studies	864-596-9622	Ezell 103	Kathy.good@converse.edu
Dr. Kelly Harrison-Maguire, Associate Professor of Education, Dir. Student Teaching, Dir of Elem. Education Programs, Dir. Of Live Text	864-596-9081	Carmichael 205B	Kelly.harrison-maguire@converse.edu
Dr. Dee Malone, Assistant Professor of Education	864-596-9085	Carmichael 109F	Delia.malone@converse.edu
Dr. Janice Nashatker, Assistant Professor of Education, Graduate Studies, Dir. Curriculum & Instruction & Sec Math & Administration & Leadership	864-596-9467	Carmichael 205D	Janice.nashatker@converse.edu
Dr. Lisa Schoer, Assistant Professor of Education, Dir. of Clinical Experiences/Placements, Dir. Of Administration & Supervision	864-596-9079	Carmichael 205C	Lisa.schoer@converse.edu
Mrs. Sheran Steading, Administrative Assistant of Education	864-596-9737	Carmichael 109A	Sheran.steading@converse.edu
Dr. Terrell Tracy, Assistant Professor of Education, Dir. of ML & English Education Programs	864-596-9529	Ezell 200C	Terrell.tracy@converse.edu
Dr. Susan Washburn, Assistant Professor of Education, Dir. Of Elementary Education Programs Initial Certification	864-596-9638	Carmichael 109D	Susan.washburn@converse.edu
Mrs. Judith Wiliford, NCATE/Education Department Assistant	864-596-9398	Carmichael 205A	Judy.wiliford@converse.edu

# Benchmarks & Assessments

\*Items in bold type are key assessments.

Items in bold type are key assessments.						
Benchmark I: Admission to Converse College	Pre-Admit (to Teacher Education) Stage	Benchmark II: Admission to Teacher Education	Admitted (to Teacher Education) Stage	Benchmark III: Student Teaching	Student Teaching Stage	Benchmark IV: Program Completion and Certification
	<ul style="list-style-type: none"><li><input type="checkbox"/> Complete EDU 360/560.<ul style="list-style-type: none"><li><input type="checkbox"/> <b>Ideal Educator Rating Scale: Score <math>\geq 2</math>.</b></li><li><input type="checkbox"/> <b>Philosophy of Education: Score <math>\geq 2</math>.</b></li></ul></li><li><input type="checkbox"/> <b>Praxis I Reading: Score <math>\geq 175</math>.</b></li><li><input type="checkbox"/> <b>Praxis I Writing: Score <math>\geq 173</math>.</b></li><li><input type="checkbox"/> <b>Praxis I Mathematics: Score <math>\geq 172</math>.</b></li><li><input type="checkbox"/> Complete Diversity Survey</li><li><input type="checkbox"/> Submit documentation of a negative TB test.</li><li><input type="checkbox"/> Submit completed Travel Release Form.</li><li><input type="checkbox"/> Complete Blood Borne Pathogens Training.</li><li><input type="checkbox"/> Complete Clinical I.<ul style="list-style-type: none"><li><input type="checkbox"/> <b>Ideal Educator Rating Scale (Professor): Score <math>\geq 2</math>.</b></li><li><input type="checkbox"/> <b>Ideal Educator Rating Scale (Cooperating Teacher): Score <math>\geq 2</math>.</b></li><li><input type="checkbox"/> <b>Ideal Educator Rating Scale (Professor of Choice): Score <math>\geq 2</math>.</b></li><li><input type="checkbox"/> <b>ADEPT Portfolio: Score <math>\geq 2</math>.</b></li></ul></li><li><input type="checkbox"/> Complete Application to Teacher Education.</li><li><input type="checkbox"/> Schedule SLED fingerprint check.</li><li><input type="checkbox"/> <b>Maintain a 2.5 cumulative GPA.</b></li><li><input type="checkbox"/> Take courses not requiring admission to teacher education as a pre-requisite.</li><li><input type="checkbox"/> <b>Secondary &amp; Middle level MAT's</b> must maintain 3.0 in content area.</li></ul>		<ul style="list-style-type: none"><li><input type="checkbox"/> Complete Clinical II.<ul style="list-style-type: none"><li><input type="checkbox"/> <b>Ideal Educator Rating Scale (Professor): Score <math>\geq 3</math>.</b></li><li><input type="checkbox"/> <b>Ideal Educator Rating Scale (Cooperating Teacher): Score <math>\geq 3</math>.</b></li><li><input type="checkbox"/> <b>ADEPT Portfolio: Score <math>\geq 3</math>.</b></li></ul></li><li><input type="checkbox"/> <b>Complete individual program assessments: Score <math>\geq 3</math></b></li><li><input type="checkbox"/> Complete Application to Student Teaching.</li><li><input type="checkbox"/> <b>Complete SLED fingerprint check.</b></li><li><input type="checkbox"/> Complete coursework required for student teaching.</li><li><input type="checkbox"/> <b>Maintain a 2.5 cumulative GPA.</b></li><li><input type="checkbox"/> <b>Secondary &amp; ML MA's</b> must maintain 3.0 in content area.</li></ul>		<ul style="list-style-type: none"><li><input type="checkbox"/> Attend student teaching seminars.</li><li><input type="checkbox"/> <b>ADEPT Student Portfolio: Score <math>\geq 3</math> (Artifact requirements vary by program)</b></li><li><input type="checkbox"/> <b>ADEPT Student Teaching Evaluation: Score <math>\geq</math></b></li><li><input type="checkbox"/> <b>Ideal Educator Rating Scale (Cooperating Teacher): Score <math>\geq 3</math>.</b></li><li><input type="checkbox"/> <b>Ideal Educator Rating Scale (College Supervisor): Score <math>\geq 3</math>.</b></li><li><input type="checkbox"/> <b>Teacher Work Sample: Score <math>\geq 2.5</math>.</b></li><li><input type="checkbox"/> <b>Philosophy of Education: Score <math>\geq 3</math></b></li><li><input type="checkbox"/> <b>Complete individual program assessments: Score <math>\geq 3</math></b></li><li><input type="checkbox"/> Take Praxis II: Cut scores vary by program, according to SC state law.</li><li><input type="checkbox"/> <b>Take PLT: Score <math>\geq 165</math>.</b></li><li><input type="checkbox"/> Complete 60 full days of student teaching.</li><li><input type="checkbox"/> Apply for graduation.</li><li><input type="checkbox"/> Complete requirements for certification.</li></ul>	
REMEDATION: PRAXIS I tutorial program (Learning Express), retake courses to improve GPA, faculty assistance with Clinical I, Intervention Plans, Career Services counseling, etc.		REMEDATION: faculty assistance with Clinical II, Intervention Plans, retake courses to improve GPA, Career Services counseling, etc.		REMEDATION: faculty assistance with student teaching/portfolio, help-sessions for PRAXIS II, Intervention Plans, retake courses to improve GPA, Career Services counseling, etc.		

\*Any person having attained the SAT or ACT score set by the State shall be exempt from the PRAXIS I requirement: ACT = 24, 2-part SAT = 1100, 3-part SAT = 1650.

# Initial Certification Program Unit Assessments

## **Benchmark I: Pre-Admit (to Teacher Education) Stage**

EDU 360/560

Ideal Educator Rating Scale:

Ideal Educator Rating Scale Self-Evaluation Survey

Philosophy of Education: Score  $\geq 2$ .

Clinical I

Ideal Rating Scale (by Professor): Score  $\geq 2$ .

Ideal Rating Scale (by Cooperating Teacher): Score  $\geq 2$ .

Praxis I\*

Reading: Score  $\geq 175$ .

Writing: Score  $\geq 173$ .

Mathematics: Score  $\geq 172$ .

Maintain a 2.5 cumulative GPA.

MAT students

Must Complete a minimum of 9 graduate hours.

\* Secondary and Middle Level must maintain a 3.0 in content area.

## **Benchmark II: Admitted (to Teacher Education) Stage Unit Assessments**

Clinical II

Ideal Educator Rating Scale (by Professor): Score  $\geq 3$ .

Ideal Educator Rating Scale (by Cooperating Teacher): Score  $\geq 3$ .

Maintain a 2.5 cumulative GPA.

## **Benchmark III: Student Teaching Stage Unit Assessments**

Ideal Educator Rating Scale Self-Evaluation

Ideal Educator Rating Scale (by Cooperating Teacher): Score  $\geq 3$ .

Ideal Educator Rating Scale (by College Supervisor): Score  $\geq 3$ .

SAFE T Dossier

Unit Work Sample

PLT: Score  $\geq 165$ .

## **Benchmark IV: Completed Stage Unit Assessments**

Ideal Educator Rating Scale (by Graduates)

Ideal Educator Rating Scale (by Employers)

\*Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the PRAXIS I requirement. (ACT = 24, 2-part SAT = 1100, or 3-part SAT = 1650.)



# CLINICAL TIME LOG

Student Name: \_\_\_\_\_ Clinical Name & Number: \_\_\_\_\_

Term: (circle one) FALL JAN SPRING SUMMER I SUMMER II Year: \_\_\_\_\_

School District Placement: \_\_\_\_\_ School \_\_\_\_\_

Placement: \_\_\_\_\_

Cooperating Teacher Name: \_\_\_\_\_ Grade level/special ed. class: \_\_\_\_\_

Date of Attendance	Brief Description of Activity	Time In/Out	Cooperating Teacher's Signature

I, \_\_\_\_\_, verify that the information presented above is correct.  
Student (print name)

\_\_\_\_\_  
Student signature Date

I, \_\_\_\_\_, verify that the information presented above is correct.  
Cooperating teacher (print name)

\_\_\_\_\_  
Cooperating Teacher Signature Date

# Application to Teacher Education

Candidates obtain the Application to Teacher Education in Carmichael 109. Turn in to Sheran Steading in Carmichael 1099A.

The Teacher Education Admissions Committee considers applications four times each year based on the following criteria:

Criteria	Requirement
PRAXIS Reading (PPST: Pre-Professional Skills Assessment or CBT: Computer-based Test)	175
PRAXIS Writing (PPST: Pre-Professional Skills Assessment or CBT: Computer-based Test)	173
PRAXIS Math (PPST: Pre-Professional Skills Assessment or CBT: Computer-based Test)	172
Clinical I Grade	P
Cumulative Grade Point Average	2.5
Faculty Survey Comments	Favorable
EDU 360/560 IERS	Score $\geq$ 2
Philosophy of Education	Score $\geq$ 1
Education Economic Development Act	√
Clinical I IERS (Ideal Educator Rating Scale) by Professor	Score $\geq$ 2
Clinical I IERS (Ideal Educator Rating Scale) by Cooperating Teacher	Score $\geq$ 2
Clinical I IERS (Ideal Educator Rating Scale) by Professor of Choice	Score $\geq$ 2
Benchmark I ADEPT Portfolio	Score $\geq$ 2
MAT students must successfully complete 9 graduate hours	√
Secondary and Middle Level MAT students (must have a GPA of 3.0 in content area)	√

\*Any person having attained the SAT or ACT score set by the State Board of Education shall be exempt from the PRAXIS I requirement. (ACT = 24, 2-part SAT = 1100, or 3-part SAT = 1650).

The Teacher Education Admissions Committee handles unfavorable faculty survey comments on an individual basis and may develop an Intervention Plan to address documented deficiencies.



# Application to Student Teaching

Candidates complete the “Application to Student Teach” online through the following steps:

1. Go to <http://www.converse.edu>.
2. Beside the “Academics” hover bar, select “Initial Certification Program Benchmarks & Requirements.”
3. Scroll down to “Complete Application to Student Teach” (under Benchmark II) and select the link to the application on the right side of the screen.
4. Complete and submit the form.
5. A hard copy application is available in Carmichael 109.

The education unit considers applications based on the following criteria:

Criteria	Requirement
Clinical II grade	P
Ideal Educator Rating Scale (by Professor)	Score $\geq$ 3
Ideal Educator Rating Scale (by Cooperating Teacher)	Score $\geq$ 3
ADEPT Portfolio	Score $\geq$ 3
Secondary graduate students must complete a minimum of 9 hours in the content area prior to student teaching.	
Intervention Plans, if applicable	Satisfactory Completion

The education unit handles Intervention Plans on an individual basis. Deadline to apply is September 1 for Spring term and March 1 for Fall term.

## Procedure for Requesting Exemptions

### Clinicals

Students who believe they are eligible to exempt a clinical must submit a written petition with supporting documentation to the clinical professor. The clinical professor with the Director of Clinical Experiences will make the final decision whether or not a student can exempt the clinical. Even if the clinical is waived, the student still must complete any program assessments required for that clinical.

### Student Teaching

The Converse College School of Education and Graduate Studies will not offer exemption from the student teaching requirement. Candidates who believe they meet the state criteria and who wish to request exemption from student teaching must direct their requests and the required documentation to the S.C. State Department of Education. This request can be made only after an individual has met all requirements for certification, except student teaching.

## ***Ideal Educator Rating Scale I***

Teacher Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Name \_\_\_\_\_ Term \_\_\_\_\_

Professor/Instructor:   \_\_\_EDU 360/560   \_\_\_Clinical I   \_\_\_Clinical II   \_\_\_Other \_\_\_\_\_

**This assessment measures the level at which candidates demonstrate the following competencies and dispositions**

**1=Beginning:** The candidate knows very little about this disposition.

**2=Developing:** The candidate knows about this disposition but is not able to demonstrate it.

**3=Competent:** The candidate understands this disposition and is able to demonstrate it with assistance.

**4=Exemplary:** The candidate understands this disposition and fully and effectively demonstrates it.

### Diversity

1. Understands the importance of differentiating instruction for students with diverse experiences
2. Understands the importance of differentiating instruction for students with diverse needs.
3. Understands the importance of differentiating instruction for students with diverse learning styles.
4. Respects student/colleague diversity and individual differences.
5. Respects student/colleague individual differences.

### Instruction

6. Is committed to varied and innovative teaching techniques
7. Believes in maximizing the capacity of each student.
8. Focuses on student progress.

### Content

9. Utilizes theory and research in appropriate contexts.
10. Displays intellectual curiosity and interest in subject matter.
11. Values philosophical and theoretical perspectives in discussions or reflection

### Technology

12. Values the use of technology in teaching.

### Assessment

13. Values the importance of reflection.
14. Demonstrates an awareness of personal attitudes and beliefs.
15. Demonstrates a tendency to explore, to think critically and imaginatively

### Management

16. Recognizes the need for management skills
17. Manages time, assignments, deadlines and other areas related to future classroom management

### Professionalism

18. Demonstrates human relation skills: cooperates and collaborates with students, peers, parents, and community.
19. Effectively communicates orally and in writing (Including grammar).
20. Acts in a professional manner.
21. Demonstrates a positive attitude toward self, students, peers, parents, and subject matter.
22. Values professional responsibilities.
23. Values professional growth and development.
24. Demonstrates an enthusiastic commitment to both learning and teaching
25. Exhibits positive attitudes in general.
26. Conducts self in an ethical manner.
27. Exhibits positive interactions with classmates and instructors.

Comments on strengths and areas to improve:

Teacher Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

## Ideal Educator Rating Scale for Clinical Students

Teacher Candidate Name: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_ Program: \_\_\_\_\_

Term: \_\_\_\_\_

Cooperating Teacher/College Supervisor: \_\_\_\_ Clinical I \_\_\_\_ Clinical II

This assessment measures the level at which the candidate demonstrates the following competencies and dispositions.

### COMPETENCIES:

**1= Beginning:** The candidate can explain the competency but cannot successfully implement the competency without a detailed model or structure to follow.

**2= Developing:** The candidate can demonstrate this competency with some assistance from a mentor teacher.

**3= Competent:** The candidate demonstrates this competency independently but with some inconsistencies.

**4= Exemplary:** The candidate effectively and independently demonstrates this competency.

### DIVERSITY:

1. Differentiates instruction for students from a variety of cultural backgrounds.
2. Differentiates instruction for students with diverse learning styles and/or needs.

### INSTRUCTION:

3. Develops and implements effective short range plans.
4. Uses a variety of innovative techniques to motivate and facilitate student learning.
5. Provides specific feedback to students.
6. Instructs students to use critical thinking, problem solving and reflection.

### CONTENT:

7. Plans and implements instruction that integrates appropriate and challenging content.
8. Aligns content with PK-12 standards

### TECHNOLOGY:

9. Integrates technology into a variety of areas including assessment and/or instruction.

### ASSESSMENT:

10. Uses informal and formal methods of assessment and evaluation of students, instruction, and self, such as non-standardized tests, observations, questioning techniques, critical thinking, problem solving, decision-making and reflection.
11. Analyzes the results from evaluation methods to make decisions.

### MANAGEMENT:

12. Manages resources space, time, and other areas of classroom management.
13. Implements discipline and behavior management strategies.

### DISPOSITIONS:

**1= Beginning:** The candidate discusses the topic and its relation to teaching but does not demonstrate it in professional practice.

**2= Developing:** The candidate demonstrates the disposition at a superficial level when prompted by a mentor teacher or model.

**3= Competent:** The candidate demonstrates the disposition independently but may be inconsistent in his/her performance.

**4= Exemplary:** The candidate demonstrates the disposition independently and consistently in professional practice.

### DIVERSITY

1. Respects diversity and individual differences and believes in the importance of differentiated instruction.

### INSTRUCTION

2. Demonstrates an enthusiasm and commitment to using varied and innovative teaching techniques to assure student progress.
3. Reflects on personal beliefs and attitudes about teaching and learning.

### CONTENT

4. Displays intellectual curiosity and interest in subject matter.
5. Displays respect and understanding of differing theoretical beliefs and perspectives in discussions or reflections.

### TECHNOLOGY

6. Demonstrates a curiosity and enthusiasm for the use of technology in teaching.

### ASSESSMENT.

7. Reflects on teaching and learning.

### PROFESSIONALISM

8. Achieves goals by working effectively with others.
9. Communicates effectively orally and in writing.
10. Fulfills professional, legal and ethical responsibilities.
11. Demonstrates a positive attitude toward self, students, peers, parents, and subject matter.
12. Arrives on time.
13. Dresses appropriately

# Philosophy of Education Rubric

	Beginning (1 point)	Developing (2 points)	Competent (3 points)	Exemplary (4 points)
Knowledge Base for Informed Practice	No mention of theories of human development and learning. Methodologies, assessment, standards, education policy and law are not addressed. Philosophy developed from personal experience only with little or no integration of pedagogy or formal patterns of educational philosophy.	Alludes to theories of human learning and development but lacks any elaboration. Methodologies and assessment are mentioned, but education policy and law are not considered within the statement. Standards are not addressed as Components of the knowledge base.	Refers to formal patterns of educational philosophy as referenced in text, and to theories of human learning and development, but lacks elaboration. Methodologies and assessment are generally integrated, but very limited mention of standards, education policy and law as driving forces.	Multiple references to various theories of human learning and patterns of formal educational philosophy. Clearly identifies and explains underlying methodologies for best practices, and clearly addresses assessment as a tool to inform and improve instruction. Makes references to standards, education policy and law, but lacks elaboration.
Critical and Reflective Thinking	Lacks any mention of amending instructional practice. No reference to using student data to inform instructional practices. No reference to self-assessment or informed decision-making.	Mentions the need to evaluate instructional practices and to revise instruction. Refers to student achievement as method to make instructional decisions. Lacks elaboration.	Clearly states the need to evaluate instructional practices and to adapt instruction based on student achievement. Identifies the importance of gathering information to shape instructional decisions.	Clearly explains how ongoing review of practice can impact instruction and student achievement. Identifies the importance of gathering and using multiple types of data to inform instructional decisions.
Multicultural Literacy	Few, if any, references to meeting the needs of diverse students within the classroom. References to relevant and challenging learning experiences are not included.	Mentions that a variety of learning needs and cultural backgrounds may be found within a classroom setting. Suggests that responsive teaching behaviors might meet these needs. Alludes to the need for relevant and challenging instruction within the classroom but gives no details or examples.	Mentions that a variety of learning needs and cultural backgrounds may be found within a classroom setting. Identifies some responsive teaching behaviors that might need these needs, but gives little or no elaboration. Suggests the need for relevant and challenging instruction for all students, but provides no examples.	States examples of accommodations to address students' diverse needs and backgrounds. Identifies responsive teaching behaviors to meet a variety of needs. States the importance of relevant and challenging learning experiences for all students and provides some elaboration and examples.
Commitment to Lifelong Educational Leadership	Makes no reference to continuing growth as a professional attribute. Behaviors and attitudes of an effective teacher are not addressed.	Mentions professional growth as a way to sustain learning with limited reference to how this might occur. Behaviors and attitudes of an effective teacher are superficially addressed on a global level, with few, if any, personal connections.	States areas for continued professional growth and alludes to ways this might occur, such as collaborating with fellow teachers, attending workshops, etc. Elaborates somewhat on behaviors and attitudes of effective teachers but makes few personal connections.	Suggests a plan for personal professional growth including possible ideas of how s/he plans to achieve this growth, such as collaborating with fellow teachers, attending conferences, working with a mentor, etc. The qualities of an effective teacher are explained and briefly discussed as personal goals.
Classroom Management	Provides only limited reference to personal classroom management or discipline plan. No mention of making connections between school and home. No mention of connection between effective classroom management and student achievement.	Mentions the need for a classroom management and discipline plan. Refers generally to the importance of making a school and home connection, but offers few if any details or examples.	Includes a global plan to address classroom management and discipline. Makes global statements concerning the importance of making the connections between school and home and the connection between effective management and student success.	Includes a personal plan to address classroom management and discipline. Makes statements concerning the importance of making the connections between school, home, and community and offers some details and examples to support components of plan.
Technological Literacy	Provides a limited reference, if any, to a technology plan or use of technology in the classroom. Offers no elaboration or details or explanation of the critical role of technology.	Mentions the need for a technology plan. Makes global statements about the critical role of technology, but offers no personal strategies or goals.	Mentions the need for a technology plan and cites specific uses for the classroom.	Identifies a personal plan to address technology. Makes a statement concerning the importance of technology in meeting the needs of diverse learners.
Technical Writing, Organization, and Clarity	Numerous spelling, grammatical, and syntax errors, many of which are serious. Statement is seriously disjointed, highly disorganized, almost impossible to follow. Few of the ideas communicated in the statement are expressed in a clear or coherent fashion. Little or no elaboration or explanation.	Some instances of spelling, grammatical, and syntax errors, several of which are major. Statement is somewhat disjointed, lacks an overall sense of organization, but can be followed with effort. Some of the ideas are expressed somewhat clearly, but others are confusing.	Few instances of spelling, grammatical, and syntax errors, but only a few are major. Statement is somewhat organized and can be followed even though there are periodic flaws in the overall structure. Many of the ideas are expressed clearly but others lack elaboration.	Few instances of spelling, grammatical, and syntax errors, none of which are major. Statement is reasonably well organized and flows well despite minor gaps. Most ideas are communicated in a reasonably clear fashion with elaboration and explanation provided.
Overall Rating	The philosophy statement is seriously flawed and fails to meet even the most basic levels of best practices. There is little evidence that the candidate possesses even a basic understanding of effective teaching and written expression skills obstruct the content flow.	The philosophy statement is weak, but does demonstrate some limited evidence of necessary understandings. There are some allusions to best practices but statement reflects little, if any, internalization. Fundamental errors in written expression decrease the effectiveness of the paper.	The philosophy statement demonstrates evidence of some necessary dispositions and understandings through references to best practice. There is evidence of some internalization of tenets of effective teaching, but goals lack specificity and elaboration.	The philosophy statement clearly expresses the candidate's beliefs and knowledge of informed practice, including some examples to illustrate beliefs and plans for life-long learning. In most instances, suggested ways to address each indicator are shared and written expression is well planned.

# LESSON PLAN TEMPLATE

Grade/Subject \_\_\_\_\_ Duration of Instruction \_\_\_\_\_ Class \_\_\_\_\_  
Size \_\_\_\_\_

- **PURPOSE** (Reason for Teaching the Lesson):

SC STANDARDS	BEHAVIORAL OBJECTIVES	PROCEDURE	EVALUATION OF OBJECTIVES

\*The Procedure consists of a step-by-step list of what you will say and do during the lesson. Specify the opening and closure of the lesson.

- **MATERIALS:**
- **DIVERSITY** (the gender, race, socioeconomic levels, developmental levels, learning styles, disabilities of students, along with other diversity issues that help teachers understand the students better):
- **DIFFERENTIATION** (how the teacher meets the needs of the diverse learners in the classroom)
- **CONTEXTUAL TEACHING** (how the lesson incorporates concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving):
- **ACCOMMODATIONS/MODIFICATIONS** (changes made to meet the needs of students with special needs/IEPs)
- **GROUPING and/or COOPERATIVE LEARNING**
- **PERSONAL PATHWAYS TO SUFFESS/EEDA** (how the lesson incorporates the Curriculum Frameworks and Clusters of Study)

## CONVERSE LESSON PLAN SCORING GUIDE

Planning Score: _____			
Beginning (1)	Developing (2)	Competent (3)	Exemplary (4)
Many components missing, inappropriate for the lesson, and/or poorly developed. Behavior, criteria, and/or conditions omitted.	More than one component missing, inappropriate for the lesson, and/or poorly developed. Behavior, criteria, and/or conditions of the objective unclear or poorly written.	Most components included, appropriate for the lesson, and sufficiently developed. Behavior, criteria, and conditions of the objective reasonably well stated.	All components included, appropriate for the lesson, and thoroughly developed. Behavior, criteria, and conditions clearly and concisely written.
Instruction Score: _____			
Beginning (1)	Developing (2)	Competent (3)	Exemplary (4)
Many components missing and/or poorly developed. Activities, materials, and resources are unclear. Few, if any, support or enrichment opportunities are included. Students have few opportunities to develop concepts.	More than one component missing and/or poorly developed. Activities, materials, and resources are somewhat clear. Support and enrichment opportunities are somewhat engaging to students. Students have opportunity to develop concepts through limited methods.	Most components included and sufficiently developed. Includes the necessary specificity with regard to activities, materials, and resources to meet the instructional objectives. Uses a variety of support and enrichment opportunities and resources that engage students. Help students develop concepts through a variety of methods.	All components included and thoroughly developed. Activities, materials, and resources are "crystal clear." Support and enrichment opportunities significantly enhance the educational experience for students. Help students develop concepts and extend meaning through a variety of methods.
Evaluation Score: _____			
Beginning (1)	Developing (2)	Competent (3)	Exemplary (4)
Many components missing and/or poorly developed. Does not identify successful or unsuccessful aspects of the lesson. Does not reflect on practice. Is not a reflective practitioner.	More than one component missing and/or poorly developed. Identifies successful or unsuccessful aspects of the lesson. Begins to reflect on practice, but does not link to future practice. Begins to recognize problems in instruction and learning.	Most components included and sufficiently developed. Identifies successful and unsuccessful aspects of the lesson. Reflects on practice and how to improve future instruction. Recognizes problems and begins to consider solutions.	All components included and thoroughly developed. Identifies successful and unsuccessful aspects of the lessons and suggests appropriate improvements. Uses classroom observation as a vehicle for reflecting on and revising practice and experimenting with personal teaching practices. Works as a reflective practitioner and recognizes problems and evaluates outcomes to propose solutions.
(Planning Score + Evaluation Score + Instruction Score) / 3 = <b>Mean Score:</b> _____			

- Sub-scale scores of 3 or higher indicate proficiency in the sub-category. A Mean Score of 3 or higher indicates overall proficiency.

# Converse College



## CONVERSE COLLEGE CONCEPTUAL FRAMEWORK INTERVENTION PLAN

An important responsibility of the teacher preparation programs in the Professional Education Unit is to ensure that those who complete the degree programs manifest appropriate pedagogical knowledge, skills, and dispositions. The seven Converse College *Ideal* Educator unit standards are the foundation of the teacher preparation program. Select from the following list the standards that are not adequately demonstrated and then complete the plan.

### Converse College *Ideal* Educator Standards (Check all that apply.)

- ☐ 1. **DIVERSITY:** Demonstrates knowledge of and respect for individual differences by differentiating instruction for the diverse needs of all learners.
- ☐ 2. **INSTRUCTION:** Demonstrates knowledge of and competence in innovative instructional strategies.
- ☐ 3. **CONTENT:** Demonstrates knowledge of content and standards by integrating them into planning and instruction.
- ☐ 4. **TECHNOLOGY:** Demonstrates knowledge of technology and the value of its use by integrating it into a variety of areas.
- ☐ 5. **ASSESSMENT:** Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self through the utilization of informal and formal methods.
- ☐ 6. **MANAGEMENT:** Demonstrates skills in management.
- ☐ 7. **PROFESSIONALISM:** Demonstrates a positive attitude toward professionalism.

Teacher Candidate Name: \_\_\_\_\_

Program: \_\_\_\_\_ Course: \_\_\_\_\_

Intervener Name: \_\_\_\_\_ Date \_\_\_\_\_

### Specific Standard(s) Addressed in this Intervention Plan

(Circle all that apply.) 1 2 3 4 5 6 7

Ways in which the standard(s) is not adequately met\_\_\_\_\_

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Summary of the Intervention Planning Session\_\_\_\_\_

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**Intervention Plan Outline:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Signatures:**

Teacher Candidate \_\_\_\_\_

Professor \_\_\_\_\_

Director of Teacher Education \_\_\_\_\_

Additional Participant (optional) \_\_\_\_\_

**Plan Completion:**    \_\_\_Satisfactory \_\_\_Unsatisfactory

Date\_\_\_\_\_





## CONVERSE COLLEGE PROFESSIONAL DISPOSITIONS INTERVENTION PLAN

An important responsibility of the teacher preparation programs in the Professional Education Unit is to ensure that those who complete the degree programs manifest appropriate dispositions for teaching (professional qualities). Students are expected to demonstrate quality of character and the ability to make a contribution to the field of education. This Intervention Plan exists to provide students with feedback when behavior is inconsistent with professional qualities and expectations. Select from the following list the dispositions that are not in compliance with professional behavior and complete the plan.

### Converse College *Ideal* Educator Dispositions Standards (Check all that apply.)

- ☐ 1. Respects student diversity and individual differences and believes in the importance of differentiated instruction.
- ☐ 2. Committed to varied and innovative teaching techniques.
- ☐ 3. Believes in maximizing the capacity of each student.
- ☐ 4. Focuses on student progress.
- ☐ 5. Displays intellectual curiosity and interest in subject matter.
- ☐ 6. Values philosophical and theoretical perspectives in discussions or reflection.
- ☐ 7. Values the use of technology in teaching.
- ☐ 8. Values the importance of reflection.
- ☐ 9. Demonstrates an awareness of his/her own attitudes and beliefs.
- ☐ 10. Demonstrates a tendency to explore, to think critically and imaginatively.
- ☐ 11. Recognizes the need for management skills.
- ☐ 12. Demonstrates a positive attitude toward self, students, peers, parents, and subject matter.
- ☐ 13. Values professional responsibilities.
- ☐ 14. Values professional growth and development.
- ☐ 15. Demonstrates an enthusiastic commitment to both learning and teaching.

Teacher Candidate Name: \_\_\_\_\_

Program: \_\_\_\_\_ Course: \_\_\_\_\_

Intervener Name: \_\_\_\_\_ Date \_\_\_\_\_

### Specific Standard(s) Addressed in the Intervention Plan

(Circle all that apply.) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

**Ways in which the standard(s) is not adequately met**\_\_\_\_\_

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**Summary of the Intervention Planning Session**\_\_\_\_\_

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**Intervention Plan Outline:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Signatures:**

Teacher Candidate \_\_\_\_\_

Professor \_\_\_\_\_

Director of Teacher Education \_\_\_\_\_

Additional Participant (optional) \_\_\_\_\_

**Plan Completion:**    \_\_\_Satisfactory \_\_\_Unsatisfactory

Date\_\_\_\_\_

# Converse College



## Descriptors of Exemplary Dispositions for Teaching

Descriptors of Exemplary Disposition	Sample Indicators of Needed Intervention
1. Respects student diversity and individual differences and believes in the importance of differentiated instruction. (DIVERSITY)	Teacher candidate ignores differences in students and adheres to lesson plans, strategies, and activities regardless of appropriateness or relevancy. Diversity in the classroom is seen as a burden rather than a gift.
2. Committed to varied and innovative teaching techniques. (INSTRUCTION)	Teacher candidate uses limited instructional strategies without regard for students' abilities or needs. No plans are made to build on the strength of each learner.
3. Believes in maximizing the capacity of each student. (INSTRUCTION)	Teacher candidate focuses on a few students using limited instructional strategies. Plans do not reflect knowledge of the class composition and the needs of diverse learners.
4. Focuses on student progress. (INSTRUCTION)	Teacher candidate shows ineffective assessment and evaluative techniques. Does not give students constructive feedback. Teacher candidate blames students for not learning or making bad grades.
5. Displays intellectual curiosity and interest in subject matter. (CONTENT)	Teacher candidate demonstrates inadequate knowledge in subject area and has no plans for improvement.
6. Values philosophical and theoretical perspectives in discussions or reflection. (CONTENT)	Teacher candidate demonstrates limited tolerance for differing viewpoints and perspectives. Shows no indication of expanding outlook or approach to teaching.
7. Values the use of technology in teaching. (TECHNOLOGY)	Teacher candidate does not involve technology in any approach to planning, teaching, or evaluation.
8. Values the importance of reflection. (ASSESSMENT)	Teacher candidate has limited understanding of effective teaching and displays an unwillingness to grow professionally through self-reflection. Candidate sees reflection and feedback as negative criticism.
9. Demonstrates an awareness of his/her own attitudes and beliefs. (ASSESSMENT)	Teacher candidate interjects opinion without sound basis or judgment. Demonstrates indecisiveness yet shows need to always be right regardless of consequences or past experience.

10. Demonstrates a tendency to explore, to think critically and imaginatively. (ASSESSMENT)	Teacher candidate consistently uses ineffective and archaic teaching strategies. Rejects suggestions for areas of improvement.
11. Recognizes the need for management skills. (MANAGEMENT)	Teacher candidate's management of student behavior, instructional routines and materials, and essential non-instructional tasks significantly compromises the teaching and learning process.
12. Demonstrates a positive attitude toward self, students, peers, parents, and subject matter. (PROFESSIONALISM)	Teacher candidate rejects collaboration with peers, students, or parents. Parental and peer involvement is seen as hindrance rather than opportunity for growth.
13. Values professional responsibilities. (PROFESSIONALISM)	Teacher candidate is consistently reminded of tasks to be completed, expectations to be fulfilled, and the degree of professionalism demanded of successful teachers.
14. Values professional growth and development. (PROFESSIONALISM)	Teacher candidate makes no attempt to find new activities, teaching strategies, resources, or materials. Does not involve peers in finding ways to improve and make learning more meaningful to students.
15. Demonstrates an enthusiastic commitment to both learning and teaching. (PROFESSIONALISM)	Teacher candidate shows apathy and discontent for teaching and students. Demonstrates negative attitude and unpleasant disposition.

# Revised ADEPT Performance Standards for Classroom-Based Teachers

## Introduction

Central to the ADEPT system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the ADEPT Performance Standards, are the linchpins that connect all stages of a teacher's career, beginning with teacher preparation and continuing through induction, high-stakes performance evaluation(s), and, finally, ongoing self-directed professional development. A teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of his or her teaching career.

There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teachers* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teachers* does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists).

The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains:

### Domain 1: Planning

- APS 1 Long-Range Planning
- APS 2 Short-Range Planning of Instruction
- APS 3 Planning Assessments and Using Data

### Domain 2: Instruction

- APS 4 Establishing and Maintaining High Expectations for Learners
- APS 5 Using Instructional Strategies to Facilitate Learning
- APS 6 Providing Content for Learners
- APS 7 Monitoring, Assessing, and Enhancing Learning

### Domain 3: Classroom Environment

- APS 8 Maintaining an Environment That Promotes Learning
- APS 9 Managing the Classroom

### Domain 4: Professionalism

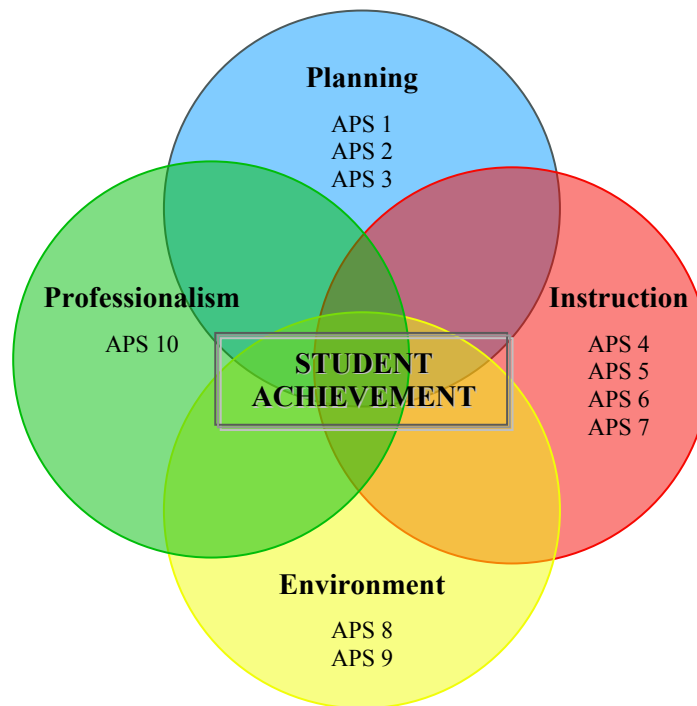
- APS 10 Fulfilling Professional Responsibilities

Each of these Performance Standards contains a set of *key elements*—the critical components of the standard. Although the key elements are essential to the standards, the examples that follow the key elements in this document are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicators.

Because of the highly complex and contextual nature of teaching, the adjectives *applicable* and *appropriate* appear frequently throughout the standards. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used as tool for gauging teacher effectiveness.

The central purpose of the ADEPT system is to promote teacher quality and, ultimately, to increase *student achievement*—that is, to produce measurable growth in a student's knowledge and skills in a particular area or areas over a specified period of time. The impact of teaching performance on student achievement is determined by the teacher's ability to set appropriate goals for student learning and development; to accurately measure and analyze student growth; and to plan, implement, and adjust instruction to ensure maximum student progress.

Student achievement is indeed an integral part of the ADEPT system. As such, student achievement has a direct relationship to each of the ADEPT domains for classroom-based teachers (planning, instruction, environment, and professionalism) and the related ADEPT Performance Standards, as the following figure shows:



Each of these interrelated domains is important because, in order to promote student achievement, classroom-based teachers must be able to

- ♦ determine what the students need to know and/or be able to do [*planning*];
- ♦ appropriately evaluate student performance before, during, and after instruction [*planning* and *instruction*];
- ♦ design and implement instruction that is appropriate for and meaningful to the students [*planning* and *instruction*];

- ♦ create and maintain a classroom environment that is conducive to learning [*planning* and *environment*];
- ♦ analyze and reflect on student performance to determine student progress and the impact of the instruction on student learning [*planning* and *instruction*];
- ♦ use the results of these analyses to guide future planning and instruction [*planning*]; and
- ♦ assume responsibility for continuously improving and sharing their professional knowledge and skills to the benefit of the students [*professionalism*].

So that the classroom-based teacher's impact on student achievement can be clearly reflected, a new component, the *unit work sample*, has been added to the ADEPT formal evaluation requirements. Through unit work sampling, classroom-based teachers engage in an iterative process that both examines and strengthens their abilities to promote student achievement.

## SAFE-T Overview

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The System of ADEPT Formal Evaluation of Student Teachers (SAFE-T) was developed to comply with the ADEPT System Guidelines that were adopted by the State Board of Education in June 2006. SAFE-T includes multiple sources of evidence that reflect the student teacher's *typical performance* relative to each of the ten APS's and their related key elements.

South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student achievement. Implemented statewide in 1998, the ADEPT system has become a vital part of the state's overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations on both content and general teaching area knowledge, as established by the State Board of Education, teachers must successfully complete all ADEPT requirements in order to be eligible to advance to a professional teaching certificate.

As its name implies, the ADEPT system addresses teacher performance through three primary processes: assisting, developing, and evaluating. Since these processes are interrelated, all of them occur in every phase of the career continuum. However, the emphasis placed on each process differs according to the needs and the career state of the particular teacher.

During the first phase of their careers, candidates enrolled in teacher education programs focus on *developing* the requisite knowledge skills, and dispositions inherent in the ADEPT Performance Standards. ADEPT standards are among the state accreditation requirements for college and university teacher education programs.

Upon entering the profession, new teachers receive assistance designed to promote their successful transition into professional practice. Research clearly indicates that providing support to new teachers enhances their teaching performance, increases student achievement, and improves teacher retention. Assessment at this stage is formative in nature, and development focuses on enhancing strengths and improving weaknesses related to the Performance Standards.

The third stage of ADEPT, formal evaluation, signals a dramatic shift in purpose. It is at this point that high-stakes, consequential decisions are made on the basis of teaching performance. Given appropriate preparation and support during the previous two stages, most teachers are successful in achieving the high level of performance defined by the ADEPT standards. Nonetheless, the formal evaluation process is an important part of quality assurance.

It is at the fourth and final stage, informal evaluation that the ADEPT system comes full circle. Once again, the primary focus is on professional development, but in contrast to the initial stage, the responsibility for continuous professional growth now falls on the teacher. It is through this self-directed goals-based process that experienced, successful teachers are able to engage in lifelong learning and, further, to give back to the profession.

On the fifth anniversary of ADEPT, the state commissioned a comprehensive external evaluation to determine the system's strengths, weaknesses, and fidelity of implementation. Conducted by Dr. Lorin W. Anderson, the study revealed that the ADEPT system has far more strengths than weaknesses. As Anderson writes in his report *An External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (published in 2003 and available online at [http://www.scteachers.org/Adept/evalpkd/ext\\_review.pdf](http://www.scteachers.org/Adept/evalpkd/ext_review.pdf)), "The program provides a clear and explicit definition of good teaching, contains clear expectations for teacher knowledge and performance, provides a common language for teachers and administrators to talk about good teaching, provides a common framework for consensus and collaboration, includes multiple observers/evaluators, and focuses on continued growth and development of teachers" (iv). However, Anderson's investigation into the ADEPT system also revealed two "major weaknesses". "It is too cumbersome for teacher preparation programs and school districts to implement, and there is a lack of consistency in implementation from one school district to another" (iv). Anderson puts forth in his report a dozen recommendations for shoring up the ADEPT system (see v-vi).

ADEPT system upgrades began in 2004 with amendments made to the ADEPT statute (SC Code Ann §§ 59-26-30 and 59-26-40) that modified several of the teacher contract levels and corresponding ADEPT procedural requirements. A table and a flow chart depicting the revised teacher contract levels appear in Appendix A.

During the second phase of the upgrades, in 2005, a statewide committee of educators was convened to review recommendations for amendments to the State Board of Education's ADEPT regulations (SC Code Ann. Regs. 43-205.1) and to draft ADEPT implementation guidelines.



One of the first tasks of the steering committee was to evaluate the original ten ADEPT Performance Dimensions for classroom-based teachers to determine whether those standards remained consistent with current research and best practice. Following an extensive review of numerous national, state, and local teaching performance standards, including those from the Interstate New Teaching Assessment and Support Consortium (INTASC) and the National Board of Professional Teaching Standards (NBPTS), the committee determined that the ten ADEPT Performance Dimensions remained valid indicators of effective teaching. However, the committee recommended that the term performance dimensions be changed to performance standards. The committee also recommended numerous revisions to the performance standards with regard to their classification and key elements and with regard to the formatting of the standards document. As part of the validation process, the revised standards and their respective key elements were evaluated according to the following criteria:

- A. Is each standard complete? Does each standard include all relevant key elements?
- B. Is each standard free of redundancies? Are all key elements essential and unique to the standard?
- C. Are all key elements accurately and clearly stated?
- D. Are all key elements measurable?

The steering committee agreed that the ADEPT Performance Standards and formal evaluation processes that were adopted in 2003 for special-area personnel (i.e., library media specialist, school guidance counselors, and speech-language therapists) should remain unchanged at this time. A separate review cycle will be established for these special areas.

## APS 1: Long-Range Planning

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

### KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

**1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.**

The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

**1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.**

The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

**1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.**

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

**1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.**

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

**1.E The teacher plans appropriate procedures for managing the classroom.**

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

## APS 2: Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

### KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

**2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.**

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

**2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.**

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

**2.C The teacher routinely uses student performance data to guide short-range planning of instruction.**

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

## APS 3: Planning Assessments and Using Data

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

### KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

**3.A The teacher develops/selects and administers a variety of appropriate assessments.**

The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

**3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.**

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

**3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.**

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

## APS 4: Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

### KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 4.A The teacher establishes, communicates, and maintains high expectations for student achievement.**  
The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.
- 4.B The teacher establishes, communicates, and maintains high expectations for student participation.**  
The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.
- 4.C The teacher helps students assume responsibility for their own participation and learning.**  
The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

## APS 5: Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

### KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

**5.A The teacher uses appropriate instructional strategies.**

The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

**5.B The teacher uses a variety of instructional strategies.**

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, and observer) with students; and creating opportunities for both independent and collaborative learning experiences.

## APS 6: Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

### KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

**6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.**

The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

**6.B The teacher provides appropriate content.**

The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

**6.C The teacher structures the content to promote meaningful learning.**

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.



## APS 7: Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

### KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

**7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.**

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

**7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.**

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

**7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.**

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

## **APS 8: Maintaining an Environment That Promotes Learning**

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

### **KEY ELEMENTS**

This standard requires the teacher to demonstrate the following abilities and dispositions:

**8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.**

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

**8.B The teacher creates and maintains a positive affective climate in his or her classroom.**

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

**8.C The teacher creates and maintains a culture of learning in his or her classroom.**

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

## APS 9: Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

### KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 9.A The teacher manages student behavior appropriately.** The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.
- 9.B The teacher makes maximal use of instructional time.** The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.
- 9.C The teacher manages essential noninstructional routines in an efficient manner.** It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

## APS 10: Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

### KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 10.A The teacher is an advocate for the students.** The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.
- 10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.** The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).
- 10.C The teacher is an effective communicator.** Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.
- 10.D The teacher exhibits professional demeanor and behavior.** The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators*. The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).
- 10.E The teacher is an active learner.** The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

# Contract Types, ADEPT Processes, and District Options

INDUCTION CONTRACT	
<ul style="list-style-type: none"> <li>♦ Issued to educators who have less than one year of teaching experience</li> <li>♦ Required for all educators, except for experienced out-of-state or nonpublic school teachers</li> </ul>	
<p>ADEPT process: <b>induction</b></p> <ul style="list-style-type: none"> <li>♦ Induction program and mentoring support and assistance</li> <li>♦ Formative feedback</li> <li>♦ Formal evaluation not required</li> </ul>	<p>Resulting <b>year-end options</b> for school districts:</p> <ul style="list-style-type: none"> <li>♦ Annual-contract formal evaluation 1—if educator was successful in induction-contract year</li> <li>♦ Annual-contract diagnostic assistance—if more time is needed before formal evaluation</li> <li>♦ Contract nonrenewable* (educator has no due process rights in statute)</li> </ul>
ANNUAL CONTRACT	
<ul style="list-style-type: none"> <li>♦ Issued to educators who                             <ul style="list-style-type: none"> <li>❖ have completed an induction-contract year, <i>or</i></li> <li>❖ are from out of state or from a nonpublic school setting and have more than one year of teaching experience, <i>or</i></li> <li>❖ are returning to teaching following ADEPT-related state sanctions</li> </ul> </li> <li>♦ Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting</li> </ul>	
<p>ADEPT process: <b>diagnostic assistance</b></p> <ul style="list-style-type: none"> <li>♦ Provided to educators who                             <ul style="list-style-type: none"> <li>❖ need additional assistance following an induction-contract year, <i>or</i></li> <li>❖ have an unsuccessful annual-contract formal evaluation 1 year, <i>or</i></li> <li>❖ have more than one year of teaching experience in another state or a nonpublic school setting, <i>if</i> time is needed for an orientation to the district and/or the ADEPT system prior to formal evaluation</li> </ul> </li> </ul> <p>[Note: Educators are eligible for no more than one annual-contract diagnostic assistance year.]</p>	<p>Resulting <b>year-end options</b> for school districts:</p> <ul style="list-style-type: none"> <li>♦ Annual-contract formal evaluation 1—if the annual-contract diagnostic assistance year followed the induction-contract year</li> <li>♦ Annual-contract formal evaluation 2—if the annual-contract diagnostic assistance year followed an unsuccessful annual-contract formal evaluation 1 year</li> <li>♦ Contract nonrenewal* (educator has limited due process rights in statute)</li> </ul> <p>[Note: An annual-contract diagnostic assistance year is always followed by an annual-contract formal evaluation during the next year of teaching employment.]</p>
<p>ADEPT process: <b>formal evaluation 1</b></p> <p>Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting</p>	<p>Resulting <b>year-end options</b> for school districts:</p> <ul style="list-style-type: none"> <li>♦ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate</li> <li>♦ Annual-contract diagnostic assistance—if teacher was not successful on formal evaluation and has had no previous annual-contract diagnostic assistance</li> <li>♦ Annual-contract formal evaluation 2—if educator was not successful on formal evaluation and has had a previous annual-contract diagnostic assistance year</li> <li>♦ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers)</li> <li>♦ Contract nonrenewal* (educator has limited due process rights in statute)</li> </ul>

# Contract Types, ADEPT Processes, and District Options

<p>ADEPT process: <b>formal evaluation 2</b></p> <p>Required for all educators who did not successfully complete an annual-contract formal evaluation 1 year</p>	<p>Resulting <b>year-end options</b> for school districts:</p> <ul style="list-style-type: none"> <li>Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate</li> <li>Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers)</li> <li>Contract nonrenewal*—if educator was successful on formal evaluation (educator has limited appeal procedure in statute)</li> <li>State sanctions**—if educator was not successful on second formal evaluation (educator has limited due process rights in statute)</li> </ul>
<p>ADEPT process: <b>informal GBE</b></p> <p>Provided <i>only</i> to educators (most often PACE, CATE, or international teachers) who have completed a successful annual-contract formal evaluation 1 year or annual-contract formal evaluation 2 year but who have not yet completed all other requirements for a professional teaching certificate</p>	<p>Resulting <b>year-end options</b> for school districts:</p> <ul style="list-style-type: none"> <li>Continuing-contract GBE—if educator was successful on annual-contract GBE and is eligible for a professional teaching certificate</li> <li>Annual-contract GBE—if educator was successful on previous annual-contract GBE but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers)</li> <li>Annual-contract discretionary formal evaluation—if educator was not successful on annual-contract GBE</li> <li>Contract nonrenewal* (educator has limited due process rights in statute)</li> </ul>
<p style="text-align: center;"><b>CONTINUING CONTRACT</b></p> <p>Issued to individuals who</p> <ul style="list-style-type: none"> <li>have successfully completed a formal evaluation at the annual-contract level and have fulfilled all requirements for a professional teaching certificate <i>or</i></li> <li>hold a valid teaching certificate and have been employed under a previous continuing contract</li> </ul>	
<p>ADEPT process: <b>informal GBE (Goals-Based Evaluation)</b></p>	<p>Resulting <b>year-end options</b> for school districts:</p> <ul style="list-style-type: none"> <li>Continuing-contract GBE</li> <li>Continuing-contract discretionary formal evaluation</li> <li>Contract nonrenewal* (educator has full due process rights in statute)</li> </ul>
<p>ADEPT process: <b>formal evaluation</b></p> <p>(If recommended for formal evaluation, the educator must be notified in writing no later than April 15 or at the time of hire if the educator is new to the district.)</p>	<p>Resulting <b>year-end options</b> for school districts:</p> <ul style="list-style-type: none"> <li>Continuing-contract GBE</li> <li>Continuing-contract discretionary formal evaluation</li> <li>Contract nonrenewal* (educator has full due process rights in statute)</li> </ul>

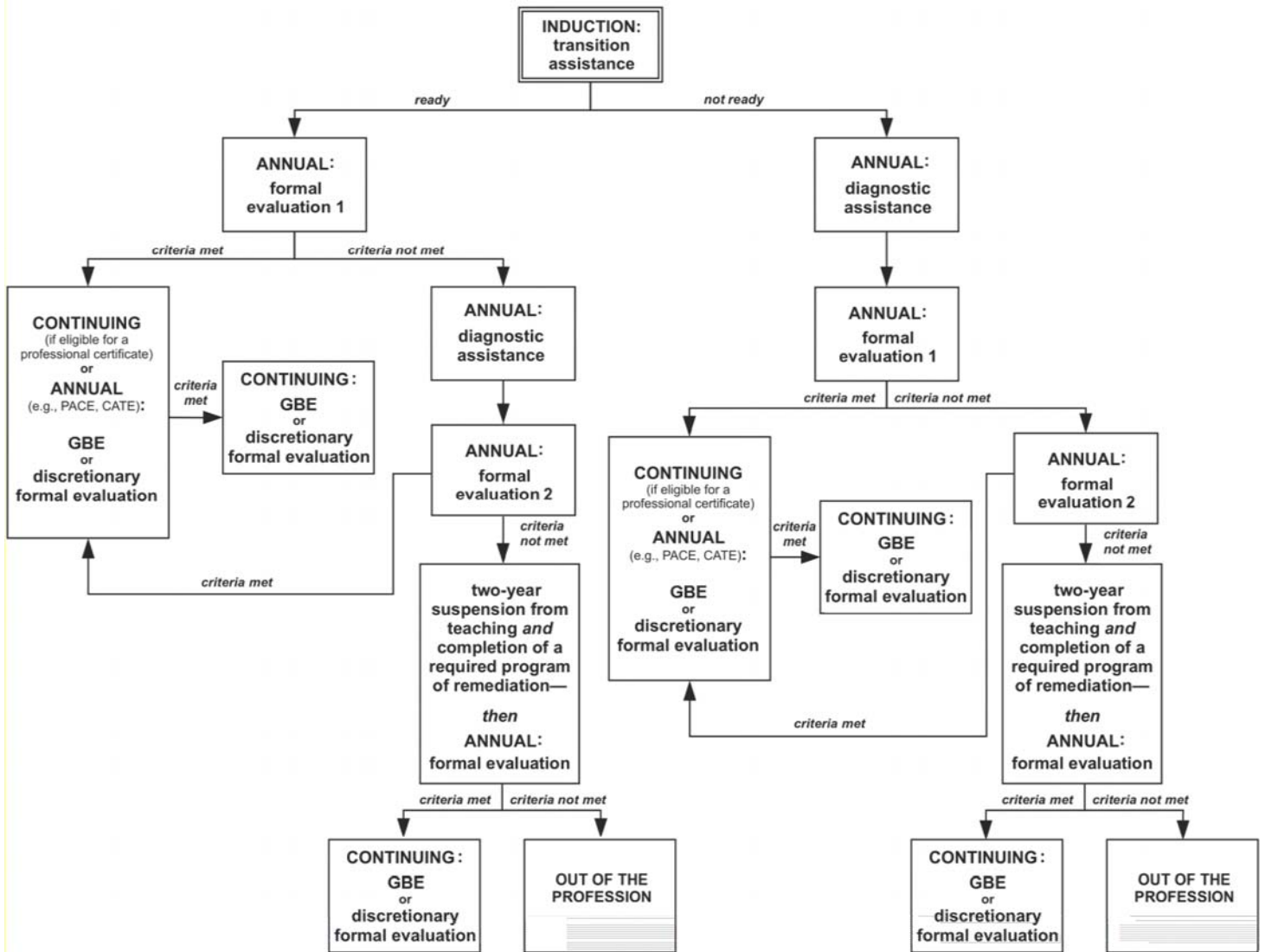
The *most typical* sequence for traditionally prepared educators is as follows:



\* Educators whose contracts are not renewed are still eligible for employment in another school district.

\*\* Educators may remain an *annual* contract for up to four years. However, after two unsuccessful formal evaluations at the annual-contract level, state sanctions are imposed. In these instances, educators may not teach for a minimum of two years and must complete a state-approved remediation plan in order to become eligible to reenter the profession.

# ADEPT Flow Chart



# SOUTH CAROLINA CODE OF LAWS: STANDARDS OF CONDUCT REQUIRED OF EDUCATORS

## [Title 59](#) – Education TEACHERS

**SECTION 59-25-160.** Revocation or suspension of certificate; “just cause” defined.

“Just cause” may consist of any one or more of the following:

- (1) Incompetence;
- (2) Willful neglect of duty;
- (3) Willful violation of the rules and regulations of the State Board of Education;
- (4) Unprofessional conduct;
- (5) Drunkenness;
- (6) Cruelty;
- (7) Crime against the law of this State or the United States;
- (8) Immorality;
- (9) Any conduct involving moral turpitude;
- (10) Dishonesty;
- (11) Evident unfitness for position for which employed; or
- (12) Sale or possession of narcotics.

**SECTION 59-25-530.** Unprofessional conduct; breach of contract.

Any teacher who fails to comply with the provisions of his contract without the written consent of the school board shall be deemed guilty of unprofessional conduct. A breach of contract resulting from the execution of an employment contract with another board within the State without the consent of the board first employing the teacher makes void any subsequent contract with any other school district in South Carolina for the same employment period. Upon the formal complaint of the school board, substantiated by conclusive evidence, the State board shall suspend or revoke the teacher’s certificate, for a period not to exceed one calendar year. State education agencies in other states with reciprocal certification agreements shall be notified of the revocation of the certificate.

## [Title 20](#) - Domestic Relations CHILDREN'S CODE

**SECTION 20-7-945.** Out of compliance determination; review and negotiation of payment schedule having force of judgment; notice and revocation of license.

- (A) The division shall review the information received pursuant to Section 20-7-944 and determine if a licensee is out of compliance with an order for support. If a licensee is out of compliance with the order for support, the division shall notify the licensee that forty-five days after the licensee receives the notice of being out of compliance with the order, the licensing entity will be notified to revoke the licensee’s license unless the licensee pays the arrearage owing under the order or signs a consent agreement establishing a schedule for the payment of the arrearage.
- (B) Upon receiving the notice provided for in subsection (A), the licensee may:
  - (1) request a review with the division; however, issues the licensee may raise at the review are limited to whether the licensee is the individual required to pay under the order for support and whether the licensee is out of compliance with the order of support; or
  - (2) request to participate in negotiations with the division for the purpose of establishing a payment schedule for the arrearage.



- (C) The division director or the division director's designees are authorized to and upon request of a licensee shall negotiate with a licensee to establish a payment schedule for the arrearage. Payments made under the payment schedule are in addition to the licensee's ongoing obligation under the order for support.
- (D) Upon the division and the licensee reaching an agreement on a schedule for payment of the arrearage, the director shall file an agreement and order pursuant to Section 20-7-9525(A) and (B) with the family court in the county in which the order for support was issued. The clerk shall stamp the date of receipt of the agreement and order and shall file it under the docket number of the order of support. The agreement and order shall have all the force, effect, and remedies of an order of the court including, but not limited to, wage assignment and contempt of court.
- (E) If the licensee and the division do not reach an agreement establishing a schedule for payment of the arrearage, the licensee may petition the court to establish a payment schedule. However, this action does not stay the license revocation procedures.
- (F) The notification given a licensee that the licensee's license will be revoked in forty-five days clearly must state the remedies and procedures available to a licensee under this section.
- (G) If at the end of the forty-five days the licensee still has an arrearage owing under the order for support or the licensee has not signed a consent agreement establishing a payment schedule for the arrearage, the division shall notify the licensing entity to revoke the licensee's license. A license only may be reinstated if the division notifies the licensing entity that the licensee no longer has an arrearage or that the licensee has signed a consent agreement.
- (H) Review with the division under this section is the licensee's sole remedy to prevent revocation of his or her license. The licensee has no right to appeal the revocation with the licensing entity.
- (I) If a licensee under a consent order entered into pursuant to this section, for the payment of an arrearage subsequently is out of compliance with an order for support, the division immediately may notify the licensing entity to revoke the license and the procedures provided for under subsection (B) do not apply; however the appeal provisions of subsection (H) apply. If upon revocation of the license the licensee subsequently enters into a consent agreement or the licensee otherwise informs the department of compliance, the department shall notify the licensing entity within fourteen days of the determination of compliance and the license must be reissued.
- (J) Notice required to the licensee under this section must be deposited in the United States mail with postage prepaid and addressed to the licensee at the last known address. The giving of the notice is considered complete ten days after the deposit of the notice. A certificate that the notice was sent in accordance with this part creates a presumption that the notice requirements have been met even if the notice has not been received by the licensee.
- (K) Nothing in this section prohibits a licensee from filing a petition for a modification of a support order or for any other applicable relief. However, no such petition stays the license revocation procedure.
- (L) If a license is revoked under this section, the licensing entity is not required to refund any fees paid by a licensee in connection with obtaining or renewing a license, and any fee required to be paid to the licensing entity for reinstatement after a license revocation applies. The division will indemnify the applicable licensing entity from any consequences that may result from the revocation of the licensee's license.