



South Carolina
Department of Education
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**Summative ADEPT Formal Evaluation
of
Classroom-Based Teachers**

SAFE-T

**A GUIDE FOR TEACHERS
AND EVALUATORS**

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Preface

The Summative ADEPT Formal Evaluation of Teachers (SAFE-T) is one of the major components of South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). 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 throughout each phase of a teacher's career continuum. However, the emphasis placed on each process differs according to the needs and the career stage of the particular teacher.

Although much of the ADEPT system focuses on capacity-building and continuous improvement (i.e., assisting and developing), the formal evaluation stage 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 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.

Introduction to SAFE-T

As part of the ADEPT system, SAFE-T is South Carolina's primary formal evaluation model for classroom-based teachers. SAFE-T is *not* intended to be used to evaluate special area personnel, including library media specialists, school guidance counselors, and speech-language therapists.

Application of SAFE-T

In order to qualify for advancement to a professional teaching certificate, teachers must successfully complete an ADEPT formal evaluation at the annual-contract level. The following requirements apply to the use of SAFE-T for this purpose:

- ◆ Teachers must be evaluated in an area or areas in which they are *fully certified* at the time of the evaluation.
- ◆ Teachers must be employed *at least half-time* (i.e., FTE = ≥ 0.5) at the annual-contract level at the time they are evaluated in order to qualify for certificate advancement.

SAFE-T Timelines

SAFE-T must cover a minimum of 90 working days over the course of the academic year and must consist of two evaluation periods: a **preliminary evaluation period** and a **final evaluation period**. The two evaluation periods should be roughly equal in length, with each evaluation period covering approximately 45 working days. The entire first (i.e., preliminary) evaluation period must occur during the first semester of the school year. At least a portion of the second (i.e., final) evaluation period must occur during the second semester of the school year.

The preliminary evaluation period begins on the date that the teacher orientation is held. The final evaluation period ends on the date that all final evaluation conferences must be completed (i.e., prior to April 15).

Each school district must include the dates of the formal evaluation period in its annual ADEPT plan. All evaluators, as well as teachers who are scheduled to undergo formal evaluation, must be informed in advance of these dates.

SAFE-T Teams

An evaluation team must be appointed for each teacher who is scheduled for formal evaluation. Each member of the evaluation team must have met all SAFE-T evaluator training requirements. One member of the evaluation team must be designated to serve as the chair.

Each SAFE-T evaluation team must consist of a minimum of two members. One evaluator must be a school- or district-level administrator or supervisor, and at least one evaluator must possess a knowledge of the content being taught by the teacher who is being formally evaluated.

A minimum of three evaluators is required for teachers who are scheduled to undergo a **highly consequential formal evaluation**. Teachers who fall into this category include (1) teachers at the annual-contract level who have failed a first formal evaluation and who are undergoing a second formal evaluation and (2) teachers at the annual-contract level who are returning to the field following ADEPT-related certificate suspensions and are being given one final opportunity to successfully complete a formal evaluation.

Classroom observations that are made as part of the data-collection process must be conducted by at least two of the three evaluators. However, all three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

SAFE-T Orientation

All teachers scheduled for formal evaluation must receive a *comprehensive* orientation to SAFE-T prior to the beginning of the evaluation process. The orientation must include, at a minimum, written and oral explanations of the ADEPT Performance Standards, the SAFE-T process, the evaluation timeline (i.e., calendar), the criteria for successfully completing the evaluation, and the intended use of the evaluation results. Additionally, the teachers must be informed of the names of the members of their evaluation teams.

ADEPT Performance Standards For Classroom-Based Teachers

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

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 the APSs contains a set of *key elements*—the critical components of the standard. The key elements are essential to the standards; however, the descriptions and examples that follow each of the key elements are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicators.

REQUIRED DATA SOURCES AND EVIDENCE DOCUMENTATION

SAFE-T includes multiple sources of evidence that reflect the teacher’s performance relative to each of the ten APSs and their related key elements. During the SAFE-T process, evidence is collected from six sources and documented via teacher templates (TT) and evaluator templates (ET). All evidence documentation, either as hard copy or in electronic format, is placed in a dossier, as follows:

Evidence Documentation	Related APS(s)	Completed and submitted by. . .
Long-range plan (TT1)	APS 1	the teacher
Unit work sample (TT2)	APSs 2–3	the teacher
Classroom observation record (ET1) following each integral classroom observation	APSs 4–9	each evaluator
Reflection on instruction and student learning (TT3) following each integral classroom observation	APSs 4-9	the teacher
Professional review (ET2)	APS 10.A–D	the administrator
Professional self-assessment (TT4)	APS 10.E	the teacher

The chair of the evaluation team is responsible for maintaining the dossier and for ensuring that all required evidence documentation, as listed in the above table, is included. The team chair must ensure that the *entire contents* of the dossier are made available to each member of the evaluation team in sufficient time for each evaluator to conduct an independent review of the dossier according to the criteria described in the **SAFE-T Summary** (ET3) prior to the consensus meeting at the end of each evaluation cycle (i.e., preliminary and final).

LONG-RANGE PLANS

About Long-Range Plans

A long-range plan (LRP) is the blueprint for teaching an entire course. For the purposes of SAFE-T, a *course* is defined as a specified subject taught to a specified group (class) of students during a specified time frame (typically a semester or a year). At the elementary school level, language arts taught to a class of fourth graders would be an example of a year-long course. At the secondary level, biology taught during a second-period class to students from a variety of grade levels would be an example of a semester-long course.

A long-range plan is, in effect, an extended course syllabus. Much like a traditional course syllabus, the LRP provides a description of the intended outcomes (i.e., goals) for the students, the content (i.e., instructional units) and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context—i.e., characteristics of the students as well as behavioral expectations for the students.

In SAFE-T, the long-range plan becomes part of the teacher’s dossier and provides evidence relative to APS 1 (Long-Range Planning).

LRP Requirements for SAFE-T

For the purposes of SAFE-T, only **one LRP** is required for submission during each evaluation period (i.e., preliminary and final), as follows:

- ◆ No later than two weeks following the beginning of the evaluation cycle, and prior to the development of the LRP, the evaluation team must select and/or approve in writing the course that the teacher’s LRP will address. The teacher must develop and submit the LRP within two weeks of receipt of the written notification, unless an extension is approved by the chair of the evaluation team.
- ◆ During the preliminary evaluation period, all early childhood teachers must develop a long-range plan in the area of language or preliteracy *if* they are required to be “content competent” in either of those areas in accordance with their current teaching assignments.
- ◆ During the preliminary evaluation period, all elementary teachers through grade three must develop a long-range plan in the area of English language arts or reading *if* they are required to be “content competent” in either of those areas in accordance with their current teaching assignments.

LRP Contents

In completing the long-range plan, the teacher may use either the SAFE-T teacher template (TT1: Long-Range Plan) or a format that is designed and/or approved by the district. In either case, the following components must be addressed.

The long-range plan consists of five sections that correspond to the five key elements in APS 1. Each section includes a reflection question that the teacher must address. Teachers are expected to respond to each reflection question in approximately 150 words or less, unless permission to exceed this length is received in advance from the evaluation team chair.

LRP Section I: Student Information. This section relates to Key Element 1.A and includes the following two components:

- ❖ A description of the specific information about students that the teacher feels will have the most impact on instructional planning and delivery. A maximum of five types of information (e.g., reading levels, motivation) may be included.
- ❖ The teacher's response to the following two-part reflection question: *(1) Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long- and short-range plans?*

LRP Section II: Long-Range Learning and/or Developmental Goals. This section relates to Key Element 1.B and includes the following two components:

- ❖ A description of the long-range learning and/or developmental goals that the teacher has established for the students in this course. A maximum of ten goals may be included.
- ❖ The teacher's response to the following reflection question: *Of the long-range learning and/or developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?*

LRP Section III: Instructional Units. This section relates to Key Element 1.C and includes the following two components:

- ❖ A sequential listing of the units (or a brief description of the unit topics) and the approximate length of each unit.
- ❖ The teacher's response to the following reflection question: *How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?*

LRP Section IV: Assessment of Student Performance. This section relates to Key Element 1.D and includes the following two components:

- ❖ A description of the procedures the teacher will use to (1) determine and (2) report overall student progress and achievement in the unit.
- ❖ The teacher's response to the following two-part reflection question: *(1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) How did you determine that your reporting of progress and achievement is understood by students and their parents?*

LRP Section V: Classroom Management. This section relates to Key Element 1.E and includes the following two components:

- ❖ A description of the way in which the teacher determines and communicates to the students and their parents his or her expectations for student behavior in the classroom.
- ❖ The teacher's response to the following reflection question: *What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?*

LRP Notes for Teachers (Step-By-Step)

- Step 1** Request and receive written LRP course approval from the evaluation team.
- Step 2** Complete the LRP for the approved course. (Reminder: Responses to the reflection questions should be limited to approximately 150 words per question.)
- Step 3** Submit a copy of the completed LRP to the chair of the evaluation team within two weeks of receipt of the written LRP course approval.
- Step 4** Remember that the LRP is a dynamic document that should be reviewed on a regular basis and revised as necessary. Be sure to submit a copy of any revised LRP for the course to the evaluation team chair for inclusion in the dossier.

LRP Notes for Evaluators (Step-By-Step)

- Step 1** No later than two weeks following the beginning of the evaluation period the evaluation team selects and/or approves the LRP course and notifies the teacher in writing.

- Step 2** The chair receives a copy of the completed LRP from the teacher and places the document in the dossier.
- Step 3** Near the end of the preliminary evaluation cycle, each evaluator conducts an independent review of the teacher’s long-range plan according to the criteria described in the APS 1 section of the **SAFE-T Summary** (ET3).
- Step 4** Prior to the end of the preliminary evaluation cycle, all members of the evaluation team meet to discuss their independent ratings for each key element in APS 1 and reach consensus regarding the judgment for each key element. The team then prepares a consensus report for the APS 1 section of the SAFE-T Summary (ET3).
- Step 5** The evaluation team makes a consensus-based decision regarding the LRP requirements for the final evaluation cycle, as follows:
- ❖ If the preliminary evaluation consensus judgment indicates that **one or more of the key elements of APS 1 are not met**, the teacher must submit another LRP, either in the same course or in another course that the teacher is responsible for teaching during the final evaluation cycle. The evaluation team determines the LRP course, and the LRP process is repeated during the final evaluation cycle.
 - ❖ If the preliminary evaluation consensus judgment indicates that **all key elements of APS 1 are met**, the evaluation team makes a consensus-based decision, as follows:
 - ◆ The evaluation team may waive the requirement that the teacher submit another LRP during the final evaluation cycle. In this case, the preliminary judgments of “met” for the APS 1 key elements become the final evaluation judgments for these key elements.
 - ◆ The evaluation team may require the teacher to submit another LRP during the final evaluation cycle, either in the same course or in another course that the teacher is responsible for teaching. The evaluation team determines the LRP course, and the LRP process is repeated during the final evaluation cycle.

UNIT WORK SAMPLES

About Unit Work Samples

The purpose of the unit work sample is to demonstrate and document the teacher's effectiveness in promoting student achievement. In the context of the unit work sample, student achievement is defined as measurable growth in students' knowledge and skills in a particular area or areas over a specified period of time. The unit work sample provides the evidence regarding the teacher's performance relative to APS 2 (Short-Range Planning of Instruction) and APS 3 (Planning Assessments and Using Data).

The SAFE-T unit work sample process and template were adapted from The Renaissance Partnership for Improving Teacher Quality Project (<http://fp.uni.edu/itq>).

Criteria for Unit Selection

A *unit* is defined as a set of integrated lessons designed to accomplish learning objectives related to one or more curricular themes, areas of knowledge, and/or general skills or processes.

The following criteria apply to *selecting the unit* for the unit work sample:

- ◆ The unit must be selected from among those listed in the teacher's long-range plan that was submitted to the evaluation team.
- ◆ Integrated units that combine an LRP unit with one or more other courses are permitted as long as all unit work sample requirements can be addressed.
- ◆ Since the purpose of the unit work sample is to analyze student growth, the unit work sample can **not** be based on the first unit in the instructional sequence, as indicated in the LRP.
- ◆ The unit must be completed in its entirety, from beginning to end, during the evaluation cycle.
- ◆ The unit must cover a minimum of two or more weeks. In rare instances where a teacher is unable to design a unit that is two or more weeks in length, the teacher must request approval from the evaluation team to select two instructional units to complete during the evaluation cycle. In this event, the entire unit work sample process must be followed for each unit of instruction.

Unit Work Sample Contents

In completing the unit work sample, the teacher may use either the SAFE-T teacher template (TT2: Unit Work Sample) or a format that is designed and/or approved by the district. In either case, the following components must be addressed.

The unit work sample (UWS) consists of six sections that correspond to the six key elements in APSs 2 and 3. Each section includes a reflection question that the teacher must address. Teachers are expected to respond to each reflection question in approximately 150 words or less, unless permission to exceed this length is received in advance from the evaluation team chair.

UWS Section I: Major Unit Objectives. This section relates to Key Element 2.A and includes the following two components:

- ❖ A description of the major unit objectives. A maximum of five objectives may be included.
- ❖ The teacher's response to the following reflection question: *How did you craft these objectives so that the students understand both the objectives and their relevance?*

UWS Section II: Unit Plan. This section relates to Key Element 2.B and includes the following two components:

- ❖ A description of the instructional plan (i.e., the sequence of steps that the teacher will need to follow if the students are to achieve the unit objectives). A maximum of ten steps may be included.
- ❖ The teacher's response to the following reflection question: *How does this instructional plan establish a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual students?*

UWS Section III: Unit Assessments. This section relates to Key Element 3.A and includes the following two components:

- ❖ A list or description of the key unit assessments, and an indication of whether each assessment is either *teacher-made* or *commercially available*. A copy of each teacher-made assessment must be included in the dossier.
- ❖ The teacher's response to the following reflection question: *How did you determine that your assessments are valid and reliable for all students?*

UWS Section IV: Analysis of Student Performance. This section relates to Key Element 3.B and includes the following component:

- ❖ The teacher’s response to the following two-part reflection question: *How did you analyze your assessment data for formative purposes in order to (1) increase your understanding of individual students’ strengths and weaknesses and (2) determine specific aspects of instruction that need to be modified?*

UWS Section V: Response to Formative Analysis. This section relates to Key Element 2.C and includes the following component:

- ❖ The teacher’s response to the following reflection question: *Did you need to adjust your unit plan, or do you foresee the need to make adjustments to future unit plans for these students? Why or why not?*

UWS Section VI: Summative Feedback. This section relates to Key Element 3.C and includes the following component:

- ❖ The teacher’s response to the following reflection question: *How did you determine the relationship between student performance data and the grades (or other performance indicators) that you assigned to the students?*

UWS Notes for Teachers (Step-By-Step)

- Step 1** Review the LRP and select an appropriate unit (see the **Criteria for Unit Selection** above).
- Step 2** Prior to teaching the unit, complete sections I, II, and III of the unit work sample. (Reminder: Responses to the reflection questions should be limited to approximately 150 words per question.)
- Step 3** Teach the unit.
- Step 4** Complete sections IV, V, and VI of the unit work sample. (Reminder: Responses to the reflection questions should be limited to approximately 150 words per question.)
- Step 5** Submit a copy of the completed unit work sample to the chair of the evaluation team for inclusion in the dossier.

UWS Notes for Evaluators (Step-By-Step)

- Step 1** The chair receives a copy of the completed unit work sample from the teacher and places the document in the dossier.
- Step 2** Near the end of the preliminary evaluation cycle, each evaluator conducts an independent review of the teacher's unit work sample according to the criteria described in the APS 2 and 3 sections of the **SAFE-T Summary** (ET3).
- Step 3** Prior to the end of the preliminary evaluation cycle, all members of the evaluation team meet to discuss their independent ratings for each key element in APSs 2 and 3 and reach consensus regarding the judgment for each key element. The team then prepares a consensus report for the APS 2 and 3 sections of the SAFE-T Summary (ET3).
- Step 5** The evaluation team makes a consensus-based decision regarding the unit work sample requirements for the final evaluation cycle, as follows:
- ❖ If the preliminary evaluation consensus judgment indicates that **one or more of the key elements of APSs 2 and 3 are not met**, the teacher must submit another unit work during the final evaluation cycle. (Note: Since the unit work sample must be aligned with the teacher's LRP, the evaluation team must determine whether or not another LRP is needed for the final evaluation cycle.) The unit work sample process is then repeated during the final evaluation cycle.
 - ❖ If the preliminary evaluation consensus judgment indicates that **all key elements of APSs 2 and 3 are met**, the evaluation team makes a consensus-based decision, as follows:
 - ◆ The evaluation team may waive the requirement that the teacher submit another unit work sample during the final evaluation cycle. In this case, the preliminary judgments of "met" for the key elements of APSs 2 and 3 become the final evaluation judgments for these key elements.
 - ◆ The evaluation team may require the teacher to submit another unit work sample during the final evaluation cycle. (Note: Since the unit work sample must be aligned with the teacher's LRP, the evaluation team must determine whether or not another LRP is needed for the final evaluation cycle.) The unit work sample process is then repeated during the final evaluation cycle.

CLASSROOM OBSERVATIONS AND REFLECTIONS ON INSTRUCTION AND STUDENT LEARNING

About Classroom Observations

The purpose of classroom observations is to gather information about the teacher's *typical* teaching performance. Classroom observations provide evidence relative to APSs 4–9.

The required classroom observations for SAFE-T are known as *integral classroom observations*. Each integral classroom observation must be unannounced, must be a minimum of 45 minutes in length, and must provide valid evidence relative to all key elements in APSs 4–9.

Integral Classroom Observations: Notes for Teachers

Since all integral classroom observations are unannounced, the teacher does not need to engage in any *special* preparation prior to the observations. *If* the district and/or school requires teachers to prepare written lesson plans, the lesson plan for the observed lesson is subject to review, at the request of the observer/evaluator.

Integral Classroom Observations: Notes for Evaluators

Two or more members of the evaluation team must each conduct at least one integral classroom observation during each of the two evaluation cycles (i.e., preliminary and final). In other words, a minimum of four integral classroom observations (i.e., two per cycle) must be conducted during the year.

Following each integral classroom observation, the evaluators complete evaluator template 1 (ET1), the **Classroom Observation Record**. The purpose of the observation record is to ensure that the observer collects data relative to *every* key element in APSs 4–9. Once completed, all observation records are placed in the dossier.

A minimum of three evaluators is required for teachers who are scheduled to undergo *highly consequential* formal evaluations. Teachers who fall into this category include (1) teachers at the annual-contract level who have failed their first formal evaluations and are undergoing their second formal evaluations and (2) teachers at the annual-contract level who are returning to the field following ADEPT-related certificate suspensions and are being given one final opportunity to successfully complete a formal evaluation. In these instances, integral classroom observations must be conducted by at least two of the three evaluators. However, all three evaluators must

review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

Walk-Through Classroom Observations (optional): Notes for Evaluators

In addition to the required integral classroom observations, evaluators may conduct optional walk-through observations as often as needed. However, data gathered from walk-through observations may be applied to SAFE-T for the following purposes only:

- ❖ To determine the need for additional integral classroom observations;
- ❖ To determine the need for the teacher to develop another long-range plan and/or a unit work sample, either in the same course or in a another course that the teacher is responsible for teaching, during a subsequent evaluation period; and/or
- ❖ To follow-up on specific instructional weaknesses that were identified during a previous integral classroom observation.

Notes from an evaluator's walk-through observation may be included in the dossier *only* if the content applies to one or more of the three purposes described above.

About Reflections on Instruction and Student Learning

The purpose of the reflections is to provide insight into the teacher's perspective of the lesson following each integral classroom observation. These reflections, which become part of the dossier, provide additional evidence regarding the teacher's performance relative to APSs 4–9.

Each written reflection on the lesson must include, but need not be limited to, the teacher's responses to the following nine sets of questions:

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson? (APS 4.A–C)*
2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged? (APS 5.A–C)*
3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize this content? (APS 6.A–C)*
4. *How did you assess student learning during the lesson? What were the results? (APS 7.A)*
5. *Did you need to make any adjustments during the lesson? Why or why not? (APS 7.B)*

6. *What types of feedback did or will you provide to the students regarding their performance, and why? (APS 7.C)*
7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively? (APS 8.A–C; APS 9.A–C)*
8. *What decisions did you make regarding subsequent instruction for these students, and why? (APSs 4–9)*
9. *What did you learn as a result of teaching this lesson? (APSs 4–9)*

Reflections on Instruction and Student Learning: Notes for Teachers

Following each integral classroom observation, the teacher completes a written reflection. The teacher may use teacher template 3 (TT3) to prepare these reflections, at the discretion of the school district. Responses to each of the nine sets of reflection questions should average approximately 100 words or less per question. The teacher must submit the completed document to the chair of the evaluation team within seven calendar days of the observation unless an extension is approved by the evaluation team chair. All reflections on instruction and student learning become part of the dossier.

Observation and Reflection Decisions: Notes for Evaluators

Near the end of the preliminary evaluation cycle, each evaluator conducts an independent review of all classroom observation records (completed by the evaluators) and corresponding reflections on instruction and learning (completed by the teacher) according to the criteria for APSs 4–9, as described in the SAFE-T Summary (ET3).

Prior to the end of the evaluation period, all members of the evaluation team must meet to discuss their independent ratings for each key element in APSs 4–9 and reach consensus regarding the judgment for each key element. The team then prepares a consensus report for the APS 4–9 sections of the SAFE-T Summary (ET3).

Integral classroom observations and accompanying reflections are required during both the preliminary and the final evaluation period.

PROFESSIONAL PERFORMANCE REVIEWS AND SELF-ASSESSMENTS

About Professional Performance Reviews

Near the end of each evaluation cycle, the building principal and/or other designated school- or district-level administrators complete written reviews of the teacher's professional performance. These reviews, which become part of the dossier, provide evidence regarding the teacher's performance relative to APS 10.A–D.

In completing this report, administrator(s) may use evaluator template 2 (ET2), the Professional Performance Review.

The administrator(s) must submit a copy of the completed review to the chair of the evaluation team on or before the date designated in the district's annual formal evaluation calendar. The review then becomes part of the dossier.

One or more professional reviews must be completed during both the preliminary and final evaluation cycles and must be included in the dossier.

Professional Performance Reviews: Notes for Evaluators

Near the end of the preliminary evaluation cycle, each evaluator conducts an independent review of the professional performance review(s) according to the criteria for APS 10.A–D, as described in the SAFE-T Summary (ET3).

Prior to the end of the evaluation period, all members of the evaluation team must meet to discuss their independent ratings for key elements 10.A–D and reach consensus regarding the judgment for each key element. The team then prepares a consensus report for key elements 10.A–D in the corresponding section of the SAFE-T Summary (ET3).

One or more Professional Performance Reviews must be completed and included in the teacher's dossier for review during both the preliminary and the final evaluation periods.

About Professional Self-Assessments

The purpose of the professional self-assessment is to provide insight into the teacher's perspective regarding his or her current knowledge and skills and future growth as a professional. These self-assessments, which become part of the dossier, provide evidence relative to APS 10.E.

The professional self-assessment must include, but need not be limited to, the teacher's reflections on his or her strengths and weaknesses and insights into ways to enhance student

learning. This self-assessment becomes the basis from which the teacher drafts a professional growth and development goal.

Professional Self-Assessments: Notes for Teachers

The teacher may use teacher template 4 (TT4) to prepare the professional self-assessment, at the discretion of the school district.

Near the end of the evaluation cycle, the teacher must submit a copy of the completed professional self-assessment to the chair of the evaluation team on or before the date specified by the district. The professional self-assessment then becomes part of the dossier.

Professional Self-Assessments: Notes for Evaluators

Near the end of the preliminary evaluation cycle, each evaluator conducts an independent review of the professional self-assessment according to the criteria for APS 10.E, as described in the SAFE-T Summary (ET3).

Prior to the end of the preliminary evaluation period, all members of the evaluation team must meet to discuss their independent ratings for key element 10.E and reach consensus regarding the judgment for this key element. The team then prepares a consensus report for key element 10.E in the corresponding section of the SAFE-T Summary (ET3).

Based on the judgment for key element 10.E, the evaluation team must make a consensus-based decision regarding the professional self-assessment requirements for the final evaluation cycle, as follows:

- ❖ If the preliminary evaluation consensus judgment indicates that **key element 10.E is not met**, the teacher must submit another professional self-assessment during the final evaluation cycle.
- ❖ If the preliminary evaluation consensus judgment indicates that **key element 10.E is met**, the evaluation team makes a consensus-based decision, as follows:
 - ♦ The evaluation team may waive the requirement that the teacher submit another professional self-assessment during the final evaluation cycle. In this case, the preliminary judgment of “met” for key element 10.E becomes the final evaluation judgments for this key element.
 - ♦ The evaluation team may require the teacher to submit another professional self-assessment during the final evaluation cycle.

EVALUATION OF EVIDENCE

The chair of the evaluation team must maintain a dossier for the teacher who is undergoing formal evaluation.

Toward the end of each evaluation cycle (i.e., preliminary and final), the team chair must ensure that the *entire contents* of the dossier are made available to each member of the evaluation team in sufficient time for each evaluator conduct an independent review of the dossier according to the criteria described in the **SAFE-T Summary** (ET3) prior to the consensus meeting.

A minimum of three evaluators is required for teachers who are scheduled to undergo *highly consequential* formal evaluations. Teachers who fall into this category include (1) teachers at the annual-contract level who have failed their first formal evaluations and are undergoing their second formal evaluations and (2) teachers at the annual-contract level who are returning to the field following ADEPT-related certificate suspensions and are being given one final opportunity to successfully complete a formal evaluation. Although integral classroom observations must be conducted by only two of the three evaluators, all three evaluators must review the teacher's dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

DECISION-MAKING

During the SAFE-T process, evaluators use the **SAFE-T Summary** (ET3) as a guide through three levels of decision-making:

- ❖ At the first level, the evaluators compare the evidence (i.e., the contents of the dossier) with the evaluation criteria (i.e., the key elements and their accompanying descriptors) to determine whether each **key element** is *met* or *not met*.
- ❖ At the second level, the evaluators calculate the number of key elements that are met in each **domain**. From this calculation, the evaluators determine whether each domain is *met* or *not met*.
- ❖ At the third and final level, the evaluators use the domain ratings to determine the **overall judgment** of *met* or *not met*.

TEAM CONSENSUS, JUDGMENTS, AND REPORTS

Once all evaluators have completed their independent reviews, but prior to the end of the evaluation cycle, all members of the evaluation team must meet to discuss their independent ratings and reach consensus regarding their judgments.

Each of the key elements within each ADEPT Performance Standard must be rated as either *met* (1 point) or *not met* (0 points). Each domain is passed if *no more than one* of its key elements receives a judgment of *not met*. The following table outlines the rating system:

Domains and Performance Standards for Classroom-Based Teachers	Number of Key Elements	Number of Key Elements Required to <i>Pass</i> the Domain
Domain 1: Planning		
APS 1: Long-Range Planning	5	≥ 10
APS 2: Short-Range Planning of Instruction	3	
APS 3: Planning Assessments and Using Data	3	
	11 DOMAIN TOTAL	
Domain 2: Instruction		
APS 4: High Expectations for Learners	3	≥ 11
APS 5: Using Instructional Strategies	3	
APS 6: Providing Content	3	
APS 7: Monitoring, Assessing, and Enhancing Learning	3	
	12 DOMAIN TOTAL	
Domain 3: Environment		
APS 8: Maintaining a Learning Environment	3	≥ 5
APS 9: Managing the Classroom	3	
	6 DOMAIN TOTAL	
Domain 4: Professionalism		
APS 10: Fulfilling Professional Responsibilities	5	≥ 4
	5 DOMAIN TOTAL	

To successfully complete the formal evaluation, the teacher must pass *all four* domains at the time of the final evaluation judgment.

The evaluation team also must prepare the written consensus report for each evaluation cycle (preliminary and final). A jointly prepared and unanimously agreed upon **SAFE-T Summary (ET3)** serves as this consensus report.

CONFERENCES

Following each consensus meeting, but prior to the end of each evaluation cycle, one or more of the members of the evaluation team must meet with the teacher to provide a detailed oral and written explanation of the teacher's performance with regard to each of the key elements and the domains as well as the overall results of the evaluation. The consensus report (i.e., the consensus-based SAFE-T Summary) should serve as the basis for the discussion.

The teacher must sign and date the consensus report at the conclusion of the meeting. The teacher's signature serves as verification that he or she has reviewed the report, but it does *not* imply the teacher's agreement with the findings.

The teacher must be provided a copy of the consensus report.

PROGRAM FEEDBACK AND IMPROVEMENT

Each school district must obtain and analyze feedback on an annual basis from participating educators and evaluators regarding the SAFE-T process. Each district also must analyze its ADS (ADEPT data system) reports and evaluation summaries relative to the SAFE-T data. The results of these analyses must be used to continuously improve the effectiveness of SAFE-T throughout the school district.

As part of their ADEPT plans that are submitted to the SCDE annually on May 1, districts will summarize the results of their program evaluations for the current school year (e.g., strengths, weaknesses) and will describe their plans for improving the ADEPT processes for the subsequent school year.

SAFE-T At-a-Glance

CLASSROOM-BASED TEACHER	EVALUATOR 1 (ADMINISTRATOR/ SUPERVISOR)	EVALUATOR 2 (EVALUATOR)	PEER EVALUATOR <i>(Consequential Evaluation)</i>
	Select and/or approve in writing the course or subject that the teacher’s LRP will address.		
Complete the LRP (TT1) and submit for inclusion in dossier			
Complete the unit work sample (TT2) and submit for inclusion in the dossier			
Complete a reflection (TT3) following each integral classroom observation and submit for inclusion in the dossier	Conduct one or more integral classroom observations and place the completed classroom observation record(s) (ET1) in the dossier	Conduct one or more integral classroom observations and place the completed classroom observation record(s) (ET1) in the dossier	Optional: Conduct one or more integral classroom observations and place the classroom observation record(s) (ET1) in the dossier
Complete the self-assessment (TT4) and submit for inclusion in the dossier	Complete the professional performance review (ET2) and submit for inclusion in the dossier		
	Conduct an independent review of the dossier	Conduct an independent review of the dossier	Conduct an independent review of the dossier
	Hold the consensus meeting; complete a consensus-based ADEPT Formal Evaluation Summary (ET3).		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the teacher’s successful preliminary evaluation results in each respective APS.

GLOSSARY

Terms in **boldface type** in the text of the definitions have glossary entries of their own.

ADEPT. South Carolina’s system for Assisting, Developing, and Evaluating Professional Teaching.

ADEPT Performance Standards (APSs). Subsets of the **domains** that establish the state’s expectations for teaching performance. There are ten APSs for classroom-based teachers. Each APS includes three to five key elements that further define the standard.

Consensus. Unanimous agreement among the members of the evaluation team.

Course. A specified subject taught to a specified group (class) of students during a specified time frame (typically a semester or a year).

Domain. A broad category of knowledge. **SAFE-T** contains four domains of professional teaching: planning, instruction, environment, and professionalism.

Dossier. A file that contains the documentation of evidence relative to teaching performance. Evidence is contributed to the dossier by the teacher, the evaluators, and the administrator(s). The complete dossier is reviewed by all evaluators in order to make the informed professional judgments.

Evaluator templates (ETs). Structured response forms that evaluators complete and submit for inclusion in the **dossier** to provide evidence relative to specific **key elements**. The first two evaluator templates (ET1: Classroom Observation Record and ET2: Professional Performance Review) are optional. The third evaluator template (ET3: SAFE-T Summary) is required, as the final **consensus**-based ET3 serves as the evaluation report.

Final evaluation period. The second of the two evaluation cycles required for **SAFE-T**. The final evaluation period must cover approximately 45 working days and must occur, at least in part, during the second semester of the school year. The final evaluation period ends on the date that all final evaluation conferences must be completed (i.e., prior to April 15). Results of the final evaluation period serve as the official results of the evaluation.

Highly consequential evaluation. Applies to (1) teachers at the annual-contract level who have failed a first formal evaluation and who are undergoing a second formal evaluation and (2) teachers at the annual-contract level who are returning to the field following **ADEPT**-related certificate suspensions and are being given one final opportunity to successfully complete a formal evaluation. During the **SAFE-T** process, a minimum of three evaluators is required for teachers who are undergoing highly consequential evaluations.

Integral classroom observation. The required classroom observations for SAFE-T, each of which must provide valid evidence relative to all key elements in APSs 4–9. Each integral classroom observation must be unannounced and must be a minimum of 45 minutes in length.

Key elements. The essential components of each APS. Key elements are demonstrated in a number of ways, as appropriate to each teaching and learning context. Therefore, key elements are not synonymous with instructional activities, teacher behaviors, or teaching styles.

Long-Range Plan (LRP). The blueprint for teaching an entire course. A long-range plan is, in effect, an extended course syllabus that provides a description of the intended outcomes (i.e., goals) for the students, the content (i.e., instructional units) and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus by including descriptions of the context—i.e., characteristics of the students as well as behavioral expectations for the students.

Preliminary evaluation period. The first of two evaluation cycles required for SAFE-T. The preliminary evaluation period must cover approximately 45 working days and must occur during the first semester of the school year. The preliminary evaluation period begins on the date that the teacher orientation is held. Results of the preliminary evaluation period serve as a type of progress report to the teacher.

Professional performance reviews. Written evaluations of the teacher’s professional performance completed by the administrator(s) near the end of each evaluation cycle (see ET2). These reviews, which become part of the dossier, provide evidence regarding the teacher’s performance relative to APS 10.A–D.

Professional self-assessment. The teacher’s written reflections on his or her professional strengths and weaknesses and insights into ways to enhance his or her teaching effectiveness (see TT4). The self-assessment becomes part of the dossier and segues to goals-based evaluation.

Reflections. Opportunities for the teacher to explain the reasoning and purpose behind his or her professional decisions and actions.

SAFE-T. Summative ADEPT Formal Evaluation of Teachers.

Special area personnel. Includes library media specialists, school guidance counselors, and speech-language therapists. SAFE-T does *not* apply to special area personnel.

Student achievement. Measurable growth in students’ knowledge and skills in a particular area or areas over a specified period of time.

Teacher templates (TT). Structured response forms that teachers complete and submit for inclusion in the **dossier** to provide evidence relative to specific **key elements**. **SAFE-T** includes four optional teacher templates.

Unit. A set of integrated lessons designed to accomplish learning objectives related to one or more curricular themes, areas of knowledge, and/or general skills or processes.

Unit Work Sample (UWS). Evidence of the teacher's effectiveness in promoting **student achievement** during a specified **unit** of instruction.

Walk-through observations. Optional observations that are unannounced and typically are shorter and/or less comprehensive than **integral classroom observations**. Data gathered from walk-through observations may be used for **SAFE-T** purposes only (1) to determine the need for additional integral classroom observations; (2) to determine the need for the teacher to develop another **LRP** and/or **UWS**, either in the same course or in another course that the teacher is responsible for teaching, during a subsequent evaluation period; and/or (3) to follow-up on specific instructional weaknesses that were identified during a previous integral classroom observation.

APPENDIX A

TT1: Long-Range Plan

Teacher's name _____ Contract level _____
District _____ School _____
Academic year _____ Evaluation period Preliminary Final
Course _____

Section I: Student Information (Key Element 1.A)

- Describe the student information that you feel will have the most impact on the way you plan and deliver instruction.*

(Check one of the following two options.)

- The student information is described in a separate document. (Note: A copy of this document must be included in the dossier.)
- The student information is described in the table below.

Important Student Information (Key Element 1.A)	Source(s) of Information

- Reflect on the student information (Key Element 1.A): (1) Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long- and short-range plans?*

Section II: Long-Range Learning and/or Developmental Goals (Key Element 1.B)

- Describe the long-range learning/developmental goals that you have established for your students in the subject/course.*

(Check one of the following two options.)

Unit Topic or Description (Key Element 1.C)	Unit Length (i.e., approximate number of lessons)

- Reflect on the instructional units (Key Element 1.C):** How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?

Section IV: Assessment of Student Performance (Key Element 1.D)

- Describe how you will explain to the students and their parents the primary ways in which overall student progress and achievement will be determined (i.e., assessed, scored, weighted) and reported for this subject/course.**

(Check one of the following two options.)

- The procedures for determining and reporting overall student progress and achievement are described in a separate document. (Note: A copy of this document must be included in the dossier.)
- The procedures for determining and reporting overall student progress achievement are described below.

- Reflect on student performance (Key Element 1.D):** (1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) How did you determine that your reporting of progress and achievement is understood by students and their parents?

Section V: Classroom Management (Key Element I.E)

- Describe how you will communicate to the students and their parents your expectations for student behavior in the classroom.**

(Check one of the following two options.)

- The explanation for student classroom behavior during instruction and during noninstructional routines is described in a separate document. (Note: A copy of this document must be included in the dossier.)
 - The explanation for student classroom behavior during instruction and during noninstructional routines is described below.
-
- Reflect on classroom management (Key Element 1.E): What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?***

Section VI: Additional Teacher Comments *(optional)*

APPENDIX B

TT2: Unit Work Sample

Teacher's name _____ Contract level _____

District _____ School _____

Academic year _____ Evaluation period Preliminary Final

Course _____

Unit title and/or description _____

Dates of unit from _____ to _____ Number of lessons in unit _____

UWS Section I: Major Unit Objectives (Key Element 2.A)

- Describe the major objectives of the unit.*

(Check one of the following two options.)

- The major unit objectives are described in a separate document. (Note: A copy of this document must be included in the dossier.)
- The major unit objectives are described in the table below.

Major Unit Objectives (Key Element 2.A)
1.
2.
3.
4.
5.

- Reflect on the unit objectives (Key Element 2.A): How did you craft these objectives so that the students understand both the objectives and their relevance?*

UWS Section II: Unit Plan (Key Element 2.B)

Key Unit Assessments (Key Element 3.A)	Type of Assessment (Check one for each assessment))	
	Teacher-Made (Note: A copy of each teacher-made assessment must be included in the dossier.)	Commercially Available
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

- Reflect on the unit assessments (Key Element 3.A):** How did you determine that your unit assessments are valid and reliable for all students?

UWS Section IV: Analysis of Student Performance (Key Element 3.B)

- Reflect on the analysis of student performance (Key Element 3.B):** How did you analyze your assessment data for formative purposes in order to (1) increase your understanding of individual students' strengths and weaknesses and (2) determine specific aspects of instruction that need to be modified?

UWS Section V: Response to Formative Analysis (Key Element 2.C)

- Reflect on the findings of the formative analysis (Key Element 2.C):** Did you need to adjust your unit plan, or do you foresee the need to make adjustments to future unit plans for these students? Why or why not?

UWS Section VI: Summative Feedback (Key Element 3.C)

- Reflect on the summative feedback (Key Element 3.C):** How did you determine the relationship between student performance data and the grades (or other performance indicators) that you assigned to the students?

APPENDIX C

TT3: Reflection on Instruction and Student Learning

Teacher's name _____ Contract level _____

District _____ School _____

Course _____ Date of observation _____

This lesson was part of which unit? _____

At what approximate point in the unit did this lesson fall? Beginning
 Middle
 End

Instructions to the teacher: Please reflect on teaching and learning that occurred while you were being observed. Responses to each of the following nine sets of questions should average approximately 100 words or less. Examples may be attached, if appropriate and available.

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson? (APS 4.A–C)*
2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged? (APS 5.A–C)*
3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize the content? (APS 6.A–C)*
4. *How did you assess student learning during the lesson? What were the results? (APS 7.A)*
5. *Did you need to make any adjustments during the lesson? Why or why not? (APS 7.B)*
6. *What types of feedback did or will you provide to the students regarding their performance, and why?(APS 7.C)*

7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively? (APS 8.A–C; APS 9.A–C)*

8. *What decisions did you make regarding subsequent instruction for these students, and why?(APSs 4-9)*

9. *What did you learn as a result of teaching this lesson?(APSs 4-9)*

APPENDIX D

TT4: Professional Self-Assessment

Teacher's name _____ Contract level _____
District _____ School _____
Grade level(s)/Subject area(s) _____
Academic year _____ Evaluation cycle Preliminary Final

Instructions to the teacher: Please reflect on your professional performance (APS 10.E). Responses to each of the following four sets of questions should average approximately 100 words or less.

1. *In terms of the ADEPT Performance Standards, what are your professional strengths? How have you built on these strengths so far, and how do you plan to do so in the future?*
2. *In terms of the ADEPT Performance Standards, what are your professional challenges? How do you plan to address these challenges?*
3. *Describe your students' overall progress and achievement. What insights have you gained into ways to improve student progress and achievement?*
4. *Based on your professional self-assessment, what do you think would be an important professional goal for you to establish and address, and why?*

APPENDIX E

ET1: Classroom Observation Record

Teacher's name: _____ Course: _____
District: _____ School: _____
Date: _____ Time: from _____ to _____
Lesson topic: _____ Observer: _____

Domain 2: Instruction

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.

A. *What did the teacher expect the students to learn from the lesson? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?*

B. *What did the teacher expect the students to do during and after the lesson? In what ways did the students demonstrate that they understood what the teacher expected them to do?*

C. *How did the teacher help the students relate to the learning? In what ways did the students demonstrate that they understood the relevance and/or importance of the learning?*

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING

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

A. *What instructional strategies did the teacher use during the lesson?*

B. *In what ways did the teacher vary the instructional strategies during the lesson, and why?*

C. *What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?*

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 learner.

A. *What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content?*

B. *What was the content of the lesson?*

C. *How did the teacher explain and/or demonstrate the content to the students, and how effective were the explanations/demonstrations?*

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.

A. *In what ways—and how effectively—did the teacher monitor student learning during the lesson?*

B. *In what ways—and how effectively—did the teacher make adjustments to accommodate the learning needs of the students?*

C. *What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?*

Domain 3: Environment

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING

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

A. *What was the physical environment of the classroom like?*

B. *What type of affective climate did the teacher establish for the students?*

C. *What type of learning climate did the teacher establish for the students?*

APS 9: MANAGING THE CLASSROOM

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

A. *What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave?*

B. *In what ways did the teacher maximize—or fail to maximize—instructional time?*

C. *What types of instructional materials, resources, and/or technologies were used during the lesson, and how did the teacher manage them?*

Additional comments:

APPENDIX F

ET2: Professional Performance Review

Teacher's name _____ Contract level _____
District _____ School _____
Grade level(s)/Subject area(s) _____
Academic year _____ Evaluation cycle Preliminary Final
Name of administrator completing this review _____
Title of administrator _____ Date of review _____

1. *Describe the extent to which this teacher collaborates with others to advocate for the students.*
2. *Describe the extent to which this teacher is an active participant in the professional learning community and works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.*
3. *Describe this teacher's written and oral communication skills.*
4. *Describe this teacher's professional demeanor and behavior.*
5. *Other comments about this teacher in terms of his or her professional performance: (optional)*

APPENDIX G

ET 3 – SAFE-T Summary

Teacher's name _____ Contract level _____

District _____ School _____

Grade level(s)/Subject area(s) _____

Academic year _____ Evaluation cycle Preliminary Final

ADEPT Performance Standards for Classroom-Based Teachers				Consensus Judgment	
Domain	ADEPT Performance Standards in the Domain	Total Key Elements in the Domain	Number of Key Elements <u>Met</u> in the Domain	Domain Met	Domain Not Met
Domain 1: Planning	APS 1 APS 2 APS 3	11	_____	<input type="checkbox"/> ≥ 10	<input type="checkbox"/> ≤ 9
Domain 2: Instruction	APS 4 APS 5 APS 6 APS 7	12	_____	<input type="checkbox"/> ≥ 11	<input type="checkbox"/> ≤ 10
Domain 3: Environment	APS 8 APS 9	6	_____	<input type="checkbox"/> ≥ 5	<input type="checkbox"/> ≤ 4
Domain 4: Professionalism	APS 10	5	_____	<input type="checkbox"/> ≥ 4	<input type="checkbox"/> ≤ 3
Overall Judgment An overall judgment of <i>met</i> indicates that the teacher achieves the criterion level in all four domains at the time of the final evaluation judgment.				Met <input type="checkbox"/>	Not Met <input type="checkbox"/>

Evaluators' signatures: By signing below, I verify that the formal evaluation process was conducted in accordance with the district's approved ADEPT plan and that I participated in making and am in agreement with the above judgments.

Evaluator _____ Date _____

Evaluator _____ Date _____

Evaluator _____ Date _____

Teacher's signature: By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

Teacher _____ Date _____

Domain 1: Planning	APS 1: Long-Range Planning
<p>APS 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.</p> <p>The teacher</p> <ul style="list-style-type: none">▪ identifies appropriate student information;▪ gives a sound explanation of the relevance of the student information to student learning; and▪ shows insight into the use of the student information to guide planning. <p>Rating for APS 1.A <input type="checkbox"/> APS 1.A is met. <input type="checkbox"/> APS 1.A is not met.</p> <p>Rationale for APS 1.A rating</p>	
<p>APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.</p> <p>The teacher</p> <ul style="list-style-type: none">▪ identifies long-range goals that are accurate and appropriate; and▪ provides a sound explanation to support conclusions regarding the most important goals for all students to achieve. <p>Rating for APS 1.B <input type="checkbox"/> APS 1.B is met. <input type="checkbox"/> APS 1.B is not met.</p> <p>Rationale for APS 1.B rating</p>	
<p>APS 1.C The teacher identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals.</p> <p>The teacher</p> <ul style="list-style-type: none">▪ identifies units that are appropriate to the context; and▪ presents a sound explanation for the unit sequence and timeline. <p>Rating for APS 1.C <input type="checkbox"/> APS 1.C is met. <input type="checkbox"/> APS 1.C is not met.</p> <p>Rationale for APS 1.C rating</p>	

Domain 1: Planning	APS 1: Long-Range Planning
<p>APS 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ describes appropriate procedures for assessing, scoring, and weighting assessments; ▪ presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and ▪ presents a sound explanation of the methods for communicating the assessment information to students and their parents. <p>Rating for APS 1.D <input type="checkbox"/> APS 1.D is met. <input type="checkbox"/> APS 1.D is not met.</p> <p>Rationale for APS 1.D rating</p>	
<p>APS 1.E The teacher plans appropriate procedures for managing the classroom.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and ▪ presents a sound explanation of the most important considerations for maximizing instructional time. <p>Rating for APS 1.E <input type="checkbox"/> APS 1.E is met. <input type="checkbox"/> APS 1.E is not met.</p> <p>Rationale for APS 1.E rating</p>	

Domain 1: Planning	APS 2: Short-Range Planning of Instruction
<p>APS 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ identifies appropriate unit objectives; and ▪ gives a sound explanation of the relevance of these objectives to student learning needs and interests. <p>Rating for APS 2.A <input type="checkbox"/> APS 2.A is met. <input type="checkbox"/> APS 2.A is not met.</p> <p>Rationale for APS 2.A rating</p>	

Domain 1: Planning	APS 2: Short-Range Planning of Instruction
<p>APS 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ presents an appropriate, logically sequenced instructional plan for the unit; and ▪ provides a sound explanation of factors that must be taken into consideration in balancing grade-level standards/ expectations and individual students' needs, abilities, and developmental levels. <p>Rating for APS 2.B <input type="checkbox"/> APS 2.B is met. <input type="checkbox"/> APS 2.B is not met.</p> <p>Rationale for APS 2.B rating</p>	
<p>APS 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ makes appropriate determinations regarding the need to make adjustments to the instructional plans; and ▪ presents a solid rationale for making these determinations. <p>Rating for APS 2.C <input type="checkbox"/> APS 2.C is met. <input type="checkbox"/> APS 2.C is not met.</p> <p>Rationale for APS 2.C rating</p>	

Domain 1: Planning	APS 3: Planning Assessments and Using Data
<p>APS 3.A The teacher develops/selects and administers a variety of appropriate assessments.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ develops and/or selects appropriate key unit assessments; and ▪ presents sound evidence that these assessments are valid and reliable for all students. <p>Rating for APS 3.A <input type="checkbox"/> APS 3.A is met. <input type="checkbox"/> APS 3.A is not met.</p> <p>Rationale for APS 3.A rating</p>	
<p>APS 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.</p> <p>The teacher appropriately analyzes the assessment data for formative purposes in order to determine</p> <ul style="list-style-type: none"> ▪ individual students' strengths and weaknesses; and ▪ specific aspects of instruction that need to be modified. <p>Rating for APS 3.B <input type="checkbox"/> APS 3.B is met. <input type="checkbox"/> APS 3.B is not met.</p>	

Domain 1: Planning	APS 3: Planning Assessments and Using Data
Rationale for APS 3.B rating	
<p>APS 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.</p> <p>The teacher establishes summative evaluation criteria that</p> <ul style="list-style-type: none"> ▪ align with the unit objectives, the unit assessments, and the ability levels of the students; and ▪ accurately reflect student progress and achievement. 	
Rating for APS 3.C	<input type="checkbox"/> APS 3.C is met. <input type="checkbox"/> APS 3.C is not met.
Rationale for APS 3.C rating	

Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners
APS 4.A The teacher establishes, communicates, and maintains high expectations for student achievement.	
<p>The teacher effectively communicates to the students</p> <ul style="list-style-type: none"> ▪ what they are expected to learn (i.e., to know and be able to do); and ▪ the overall purpose and relevance (i.e., why they are expected to know and/or be able to do it). 	
Rating for APS 4.A	<input type="checkbox"/> APS 4.A is met. <input type="checkbox"/> APS 4.A is not met.
Rationale for APS 4.A rating	
APS 4.B The teacher establishes, communicates, and maintains high expectations for student participation.	
<p>The teacher effectively communicates</p> <ul style="list-style-type: none"> ▪ appropriate expectations for student participation during the lesson; and ▪ appropriate expectations for accomplishing related assignments and tasks. 	
Rating for APS 4.B	<input type="checkbox"/> APS 4.B is met. <input type="checkbox"/> APS 4.B is not met.
Rationale for APS 4.B rating	

Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners
APS 4.C The teacher helps students assume responsibility for their own participation and learning.	
The teacher	
<ul style="list-style-type: none"> ▪ encourages students to develop the initiative to become the active agents of their own learning; and ▪ assists the students in developing strategies to compensate for their weaknesses when it is necessary. 	
Rating for APS 4.C	<input type="checkbox"/> APS 4.C is met. <input type="checkbox"/> APS 4.C is not met.
Rationale for APS 4.C rating	

Domain 2: Instruction	APS 5: Using Instructional Strategies to Facilitate Learning
APS 5.A The teacher uses appropriate instructional strategies.	
The teacher uses instructional strategies that are	
<ul style="list-style-type: none"> ▪ appropriate for the content; and ▪ appropriate for the students. 	
Rating for APS 5.A	<input type="checkbox"/> APS 5.A is met. <input type="checkbox"/> APS 5.A is not met.
Rationale for APS 5.A rating	
APS 5.B The teacher uses a variety of instructional strategies.	
The teacher uses a variety of instructional strategies (that is, the teacher does not always rely on the same strategy for every lesson) to	
<ul style="list-style-type: none"> ▪ convey information; and ▪ involve and engage the students. 	
Rating for APS 5.B	<input type="checkbox"/> APS 5.B is met. <input type="checkbox"/> APS 5.B is not met.
Rationale for APS 5.B rating	
APS 5.C The teacher uses instructional strategies effectively.	
The teacher's effective use of instructional strategies results in	
<ul style="list-style-type: none"> ▪ meaningful student learning; and ▪ opportunities for all students to be engaged in the learning and to experience success. 	
Rating for APS 5.C	<input type="checkbox"/> APS 5.C is met. <input type="checkbox"/> APS 5.C is not met.

Domain 2: Instruction	APS 5: Using Instructional Strategies to Facilitate Learning
Rationale for APS 5.C rating	

Domain 2: Instruction	APS 6: Providing Content for Learners
APS 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.	
The teacher	
<ul style="list-style-type: none"> ▪ provides content that is accurate and current; ▪ identifies and explains/demonstrates conceptual relationships and/or procedural steps; and ▪ identifies and corrects students' content errors. 	
Rating for APS 6.A	<input type="checkbox"/> APS 6.A is met. <input type="checkbox"/> APS 6.A is not met.
Rationale for APS 6.A rating	

APS 6.B The teacher provides appropriate content.	
The teacher	
<ul style="list-style-type: none"> ▪ provides content that is appropriate to the learning; ▪ provides content that is appropriate to the learners; and ▪ when possible, provides content that expands students' perspectives. 	
Rating for APS 6.B	<input type="checkbox"/> APS 6.B is met. <input type="checkbox"/> APS 6.B is not met.
Rationale for APS 6.B rating	

APS 6.C The teacher structures the content to promote meaningful learning.	
The teacher	
<ul style="list-style-type: none"> ▪ organizes the content in a logical sequence; ▪ makes the content relevant, meaningful, and applicable to the students; ▪ promotes higher level of knowledge and cognitive processing; and ▪ identifies and addresses problems that students may exhibit in terms of mastering the content. 	
Rating for APS 6.C	<input type="checkbox"/> APS 6.C is met. <input type="checkbox"/> APS 6.C is not met.
Rationale for APS 6.C rating	

Domain 2: Instruction	APS 7: Monitoring, Assessing, and Enhancing Learning
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Domain 2: Instruction**APS 7: Monitoring, Assessing, and
Enhancing Learning****APS 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 activities such as discussions, projects, performances, assignments, and quizzes;
- using effective questioning techniques; and
- observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products.

Rating for APS 7.A

APS 7.A is met.

APS 7.A is not met.

Rationale for APS 7.A rating

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

The teacher

- makes appropriate decisions regarding the need to make adjustments during the lesson; and
- effectively implements any needed adjustments.

Rating for APS 7.B

APS 7.B is met.

APS 7.B is not met.

Rationale for APS 7.B rating

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

The teacher

- provides feedback to students throughout the lesson;
- provides feedback to students on all significant student work; and
- provides feedback that is accurate, constructive, substantive, specific, and timely.

Rating for APS 7.C

APS 7.C is met.

APS 7.C is not met.

Rationale for APS 7.C rating

Domain 3: Environment**APS 8: Maintaining an Environment
That Promotes Learning**

Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning
<p>APS 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.</p> <p>The teacher creates and maintains a physical environment that</p> <ul style="list-style-type: none"> ▪ is safe; and ▪ is conducive to learning. <p>Rating for APS 8.A <input type="checkbox"/> APS 8.A is met. <input type="checkbox"/> APS 8.A is not met.</p> <p>Rationale for APS 8.A rating</p>	
<p>APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ displays confidence and enthusiasm; and ▪ maintains positive and respectful relationships with the students. <p>Rating for APS 8.B <input type="checkbox"/> APS 8.B is met. <input type="checkbox"/> APS 8.B is not met.</p> <p>Rationale for APS 8.B rating</p>	
<p>APS 8.C The teacher creates and maintains a culture of learning in his or her classroom.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ creates a culture of learning by being an active learner; and ▪ works to ensure that every student feels a sense of belonging in the classroom. <p>Rating for APS 8.C <input type="checkbox"/> APS 8.C is met. <input type="checkbox"/> APS 8.C is not met.</p> <p>Rationale for APS 8.C rating</p>	

Domain 3: Environment	APS 9: Managing the Classroom
<p>APS 9.A The teacher manages student behavior appropriately.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ establishes and communicates appropriate behavioral rules and consequences; ▪ maintains a constant awareness of events and activities in the classroom; ▪ uses effective preventive discipline techniques; and ▪ handles disruptions in an appropriate and timely manner. <p>Rating for APS 9.A <input type="checkbox"/> APS 9.A is met. <input type="checkbox"/> APS 9.A is not met.</p> <p>Rationale for APS 9.A rating</p>	

Domain 3: Environment	APS 9: Managing the Classroom
<p>APS 9.B The teacher makes maximal use of instructional time.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ ensures that the students are engaged in meaningful academic learning throughout the instructional period; and ▪ organizes the classroom in a manner that promotes a smooth flow of activity. <p>Rating for APS 9.B <input type="checkbox"/> APS 9.B is met. <input type="checkbox"/> APS 9.B is not met.</p> <p>Rationale for APS 9.B rating</p>	
<p>APS 9.C The teacher manages essential noninstructional routines in an efficient manner.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ promotes the smooth flow of noninstructional routines; and ▪ manages transitions between activities or classes in an efficient and orderly manner. <p>Rating for APS 9.C <input type="checkbox"/> APS 9.C is met. <input type="checkbox"/> APS 9.C is not met.</p> <p>Rationale for APS 9.C rating</p>	

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities
<p>APS 10.A The teacher is an advocate for the students.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ works effectively with colleagues to help determine and meet individual student needs; and ▪ establishes appropriate professional relationships with others outside of the school to support the well-being of students. <p>Rating for APS 10.A <input type="checkbox"/> APS 10.A is met. <input type="checkbox"/> APS 10.A is not met.</p> <p>Rationale for APS 10.A rating</p>	
<p>APS 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.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ is an active contributor to school initiatives; and ▪ supports school-related organizations and activities. <p>Rating for APS 10.B <input type="checkbox"/> APS 10.B is met. <input type="checkbox"/> APS 10.B is not met.</p> <p>Rationale for APS 10.B rating</p>	

APPENDIX H

ADEPT Performance Standards for Classroom-Based Teachers

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, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C The teacher uses instructional strategies effectively.

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

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).