

Assisting Beginning Teachers
ADEPT Performance Standards for Classroom-Based Teachers

APS Key Element	Focus Areas
APS1: Long-Range Planning	
1.A: Obtaining and analyzing student information and using this information to guide instructional planning	<input type="checkbox"/> Identifying the types of student information that impact student learning in this subject area and/or at this grade level <input type="checkbox"/> Obtaining each of these types of student information <input type="checkbox"/> Using student information to inform planning and instruction <input type="checkbox"/> Other:
1.B: Establishing appropriate learning and developmental goals for all students	<input type="checkbox"/> Identifying the South Carolina academic standards for this subject area and grade level <input type="checkbox"/> Overlaying Bloom's Taxonomy (revised) onto the academic standards <input type="checkbox"/> Other:
1.C: Identifying and sequencing appropriate instructional units	<input type="checkbox"/> Developing appropriate units of instruction that cover key themes, concepts, skills, and standards <input type="checkbox"/> Incorporating the principles of curriculum design and alignment <input type="checkbox"/> Other:
1.D: Developing appropriate processes for evaluating and recording students' progress and achievement	<input type="checkbox"/> Developing effective processes for evaluating student performance <input type="checkbox"/> Analyzing student performance <input type="checkbox"/> Determining the appropriate evaluation criteria for each assessment <input type="checkbox"/> Determining and reporting students' overall progress and achievement <input type="checkbox"/> Developing/selecting a student record-keeping system that permits accurate, efficient, and confidential data keeping and analysis, using technology, as appropriate <input type="checkbox"/> Other:

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<p>1.E: Planning appropriate procedures for managing the classroom</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identifying the various types of instructional and noninstructional routines <input type="checkbox"/> Incorporating school and district policies that relate to classroom management <input type="checkbox"/> Describing appropriate procedures for reinforcing appropriate student behaviors <input type="checkbox"/> Describing appropriate procedures for minimizing and dealing with student misbehaviors <input type="checkbox"/> Describing appropriate procedures for minimizing and dealing with disruptive behaviors <input type="checkbox"/> Other:
<p>APS 2: Short-Range Planning of Instruction (Note: This standard is a drill-down of key element 1.C.)</p>	
<p>2.A: Developing unit objectives</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Developing objectives that clearly define what the students are expected to know and be able to do when the unit is completed. <input type="checkbox"/> Connecting unit objectives to standards <input type="checkbox"/> Linking unit objectives to previous and future learning objectives <input type="checkbox"/> Other:
<p>2.B: Developing instructional plans for the unit (content, strategies, materials, resources)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Determining appropriate sources of content <input type="checkbox"/> Determining appropriate instructional strategies and materials to effectively teach the content <input type="checkbox"/> Accommodating learning differences <input type="checkbox"/> Applying the content into real-life contexts (EEDA) <input type="checkbox"/> Integrating technology into instruction, as appropriate <input type="checkbox"/> Other:
<p>2.C: Using student performance data to guide instructional planning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Collecting, aggregating and disaggregating, and analyzing student data <input type="checkbox"/> Using student data to inform planning <input type="checkbox"/> Other:

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APS Key Element	Focus Areas
APS 3: Planning Assessments and Using Data (Note: This standard is a drill down of key element 1.D.)	
3.A: Developing/selecting and administering appropriate assessments	<input type="checkbox"/> Developing/selecting assessments that align with the standards-based learning objectives and the instruction in terms of the content, types of knowledge, and cognitive processes <input type="checkbox"/> Developing/selecting assessments that are free from error <input type="checkbox"/> Developing/selecting assessments that include clear directions, models, and/or prompts <input type="checkbox"/> Administering assessments at appropriate intervals <input type="checkbox"/> Providing appropriate student accommodations, as needed <input type="checkbox"/> Other:
3.B: Gathering, analyzing, and using assessment data	<input type="checkbox"/> Using appropriate formative assessment strategies <input type="checkbox"/> Obtaining information about current levels of student understanding <input type="checkbox"/> Analyzing the information to determine the appropriate next steps for learning for the students <input type="checkbox"/> Using the information to guide instructional planning <input type="checkbox"/> Other:
3.C: Using assessment data to reflect student progress and achievement	<input type="checkbox"/> Using appropriate summative assessments that align with the learning objectives <input type="checkbox"/> Establishing appropriate evaluation criteria <input type="checkbox"/> Establishing appropriate weightings relative to the importance of each assessment <input type="checkbox"/> Making accurate decisions in terms of student performance <input type="checkbox"/> Maintaining accurate, current, well-organized, and confidential student records <input type="checkbox"/> Other:

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APS Key Element	Focus Areas
APS 4: Establishing and Maintaining High Expectations for Learners	
4.A: Establishing, communicating, and maintaining high expectations for student achievement	<input type="checkbox"/> Determining appropriate expectations for what students are to learn <input type="checkbox"/> Communicating expectations effectively to students <input type="checkbox"/> Other:
4.B: Establishing, communicating, and maintaining high expectations for student participation	<input type="checkbox"/> Determining appropriate expectations for student effort <input type="checkbox"/> Communicating expectations effectively to students <input type="checkbox"/> Other:
4.C: Helping students assume responsibility for their own participation and learning	<input type="checkbox"/> Making learning relevant to the students (EEDA) <input type="checkbox"/> Encouraging student initiative and follow-through <input type="checkbox"/> Assisting students in self-assessment and reflection <input type="checkbox"/> Other:
APS 5: Using Instructional Strategies to Facilitate Learning	
5.A: Using appropriate instructional strategies	<input type="checkbox"/> Using strategies that are appropriate for the content <input type="checkbox"/> Using strategies that are appropriate for the students <input type="checkbox"/> Using strategies that are appropriate for the levels of learning <input type="checkbox"/> Other:
5.B: Using a variety of instructional strategies	<input type="checkbox"/> Varying strategies within and among lessons <input type="checkbox"/> Using of a variety of instructional formats <input type="checkbox"/> Making appropriate use of instructional technology <input type="checkbox"/> Other:
5.C: Using instructional strategies effectively	<input type="checkbox"/> Enhancing student interest and engagement <input type="checkbox"/> Creating opportunities for student success <input type="checkbox"/> Other:

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APS 6: Providing Content for Learners	
6.A: Demonstrating a thorough command of the subject matter	<input type="checkbox"/> Presenting accurate, current subject matter, conceptual relationships, and procedural steps <input type="checkbox"/> Recognizing and correcting students' content errors <input type="checkbox"/> Other:
6.B: Providing appropriate content	<input type="checkbox"/> Presenting content that is aligned with the curriculum requirements, grade-level academic standards, and/or student learning objectives <input type="checkbox"/> Other:
6.C: Structuring the content to promote meaningful learning	<input type="checkbox"/> Extending content beyond factual knowledge <input type="checkbox"/> Identifying key concepts <input type="checkbox"/> Organizing content in a clear, logical fashion <input type="checkbox"/> Making content relevant and applicable (EEDA) <input type="checkbox"/> Other:
APS 7: Monitoring, Assessing, and Enhancing Learning	
7.A: Monitoring student learning during instruction	<input type="checkbox"/> Using formative assessment strategies to determine how learning is progressing and what next steps need to be taken <input type="checkbox"/> Actively engaging students in the formative assessment process <input type="checkbox"/> Other:
7.B: Enhancing student learning during instruction	<input type="checkbox"/> Adjusting the lesson content and/or instructional strategies, as necessary, based on student needs <input type="checkbox"/> Adjusting the lesson format and/or pace, based on student needs <input type="checkbox"/> Making appropriate student accommodations, as needed <input type="checkbox"/> Providing appropriate enrichment activities to extend student learning <input type="checkbox"/> Other:

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7.C: Providing appropriate instructional feedback to all students	<ul style="list-style-type: none"> <input type="checkbox"/> Providing formative and summative feedback to all students <input type="checkbox"/> Individualizing feedback, based on student performance <input type="checkbox"/> Providing formative and summative feedback that is clear, descriptive, and criterion-based <input type="checkbox"/> Providing timely formative and summative feedback <input type="checkbox"/> Other:
APS 8: Maintaining an Environment That Promotes Learning	
8.A: Creating a safe physical environment that is conducive to learning	<ul style="list-style-type: none"> ◆ Facilitating student safety in the classroom ◆ Arranging the classroom so that all students are included and can participate ◆ Displaying items that are of interest and personal relevance to the students ◆ Other:
8.B: Creating and maintaining a positive classroom climate	<ul style="list-style-type: none"> ◆ Modeling a positive attitude and enthusiasm toward the students and the subject matter ◆ Creating a climate of mutual respect ◆ Other:
8.C: Creating and maintaining a classroom culture of learning	<ul style="list-style-type: none"> ◆ Facilitating student interest in and enthusiasm for learning ◆ Promoting success and a sense of belonging for all students ◆ Encouraging student collaboration and involvement ◆ Other:

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APS Key Element	Focus Areas
APS 9: Managing the Classroom	
9.A: Managing student behavior appropriately	<ul style="list-style-type: none"> ◆ Establishing appropriate and effective rules for classroom behavior ◆ Reinforcing appropriate student behaviors ◆ Using techniques to prevent student misbehaviors ◆ Managing student misbehaviors appropriately ◆ Managing student disruptive behaviors effectively ◆ Promoting student self-management skills and behaviors ◆ Other:
9.B: Making maximum use of instructional time	<ul style="list-style-type: none"> ◆ Student engagement throughout the entire instructional period ◆ Organization of materials and equipment ◆ Other:
9.C: Managing noninstructional routines effectively	<ul style="list-style-type: none"> ◆ Effectively managing safety routines ◆ Effectively managing classroom operations ◆ Effectively managing transitions between activities, subjects, and classes ◆ Other:
APS 10: Fulfilling Professional Responsibilities	
10.A: Advocating for the students	<ul style="list-style-type: none"> ◆ Collaborating with other professionals in the school to address the needs of specific students or groups of students ◆ Collaborating with others outside the school to address the needs of specific students or groups of students ◆ Other:
10.B: Working to achieve organizational goals	<ul style="list-style-type: none"> ◆ Participating in school- and/or district-wide initiatives ◆ Participating in and contributing to professional learning communities ◆ Other:

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APS Key Element	Focus Areas
10.C: Communicating effectively	<ul style="list-style-type: none">◆ Determining what and how much information needs to be communicated, to whom it should be communicated, and how it should be communicated◆ Ensuring that communications are accurate and free from errors◆ Maintaining communications on a frequent and ongoing basis◆ Matching communication style to the intended audience◆ Other:
10.D: Exhibiting professional demeanor and behavior	<ul style="list-style-type: none">◆ Adhering to professional requirements (e.g., certification), conduct (e.g., <i>Standards of Conduct for South Carolina Educators</i>), ethics, and policies and procedures◆ Consistently exhibiting professional self-management skills (e.g., responsibility, initiative, time management, appearance) and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner)◆ Other:
10.E: Becoming an active, lifelong learner	<ul style="list-style-type: none">◆ Exhibiting professional interest and inquiry that extends beyond fulfilling minimal requirements◆ Engaging in professional development and inquiry (a) to extend own knowledge and skills and (b) to contribute to others and to the profession◆ Pursuing appropriate, challenging professional goals◆ Other: