**ADEPT Performance Standards/South Carolina Teaching Standards Crosswalk**

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| **ADEPT Domain 1: Planning** | **South Carolina Teaching Standards** |
| **ADEPT Performance Standard 1A:**  The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning. | **Planning Domain**   * Instructional Plans * Student Work * Assessment |
| **ADEPT Performance Standard 1B:**  The teacher establishes appropriate standards-based long-range learning and developmental goals for all students. | **Planning Domain**   * Instructional Plans * Student Work * Assessment   **Instruction Domain**   * Standards and Objectives |
| **ADEPT Performance Standard 1C:**  The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of long-range goals. | **Planning Domain**   * Instructional Plans * Student Work * Assessment |
| **ADEPT Performance Standard 1D:**  The teacher develops appropriate processes for evaluation and recording students’ progress and achievement | **Planning Domain**   * Student Work * Assessment |
| **ADEPT Performance Standard 1E:**  The teacher plans appropriate procedures for managing the classroom. | **Environment Domain**   * Managing Student Behavior   **Instruction Domain**   * Motivating Students |
| **ADEPT Performance Standard 2A:**  The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals. | **Planning Domain**   * Instructional Plans * Student Work * Assessment   **Instruction Domain**   * Standards and Objectives |
| **ADEPT Performance Standard 2C:**  The teacher routinely uses student performance data to guide short-range planning of instruction. | **Planning Domain**   * Instructional Plans * Student Work * Assessment |
| **ADEPT Performance Standards 3A:**  The teacher develops/selects and administers a variety of appropriate assessments. | **Planning Domain**   * Assessment |
| **ADEPT Performance Standard 3B:**  At the appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning. | **Planning Domain**   * Instructional Plans * Student Work * Assessment |
| **ADEPT Performance Standard 3C:**  The teacher uses assessment data to assign grades (or other appropriate indicators) that currently reflect student progress and achievement. | **Planning Domain**   * Assessment |
| **ADEPT Domain 2: Instruction** | **South Carolina Teaching Standards** |
| **ADEPT Performance Standard 4A:**  The teacher establishes, communicates, and maintains high expectations for student achievement. | **Environment Domain**   * Expectations   **Instruction Domain**   * Standards and Objectives |
| **ADEPT Performance Standards 4B:**  The teacher establishes, communicates, and maintains high expectations for student participation. | **Environment Domain**   * Expectations   **Instruction Domain**   * Motivating Students |
| **ADEPT Performance Standard 4C:**  The teacher helps students assume responsibility for their own participation and learning. | **Instruction Domain**   * Motivating Students |
| **ADEPT Performance Standard 5A:**  The teacher uses appropriate instructional strategies | **Instruction Domain**   * Presenting Instructional Content * Teacher Content Knowledge * Teacher Knowledge of Students |
| **ADEPT Performance Standard 5B:**  The teacher uses a variety of instructional strategies. | **Instruction Domain**   * Activities and Materials * Teacher Content Knowledge * Grouping Students * Thinking * Problem Solving |
| **ADEPT Performance Standard 5C:**  The teacher uses instructional strategies effectively. | **Instruction Domain**   * Presenting Instructional Content * Activities and Materials * Questioning * Grouping Students |
| **ADEPT Performance Standard 6A:**  The teacher demonstrates a thorough command of the discipline that he or she teaches. | **Instruction Domain**   * Teacher Content Knowledge |
| **ADEPT Performance Standard 6B:**  The teacher provides appropriate content. | **Instruction Domain**   * Presenting Instructional Content * Teacher Content Knowledge * Teacher Knowledge of Students |
| **ADEPT Performance Standard 6C:**  The teacher structures the content to promote meaningful learning. | **Instruction Domain**   * Motivating Students * Activities and Materials * Lesson Structure and Pacing * Presenting Instructional Content |
| **ADEPT Performance Standard 7A:**  The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies. | **Instruction Domain**   * Standards and Objectives * Questioning * Academic Feedback |
| **ADEPT Performance Standard 7B:**  The teacher enhances student learning by using information from informal and formal assessment to guide instruction. | **Instruction Domain**   * Academic Feedback   **Planning Domain**   * Assessment |
| **ADEPT Performance Standard 7C:**  The teacher enhances student learning by providing appropriate instructional feedback to students. | **Planning Domain**   * Academic Feedback |
| **ADEPT Domain 3: Environment** | **South Carolina Teaching Standards** |
| **ADEPT Performance Standard 8A:**  The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning. | **Environment Domain**   * Environment |
| **ADEPT Performance Standard 8B:**  The teacher creates and maintains a positive affective climate in his or her classroom. | **Environment Domain**   * Managing Student Behavior * Environment * Respectful Culture |
| **ADEPT Performance Standard 8C:**  The teacher creates and maintains a culture of learning in his or her classroom. | **Environment Domain**   * Expectations * Respectful Culture |
| **ADEPT Performance Standard 9A:**   * The teacher manages student behavior appropriately. | **Environment Domain**   * Managing Student Behavior * Respectful Culture |
| **ADEPT Performance Standard 9B:**   * The teacher makes maximum use of instructional time. | **Instruction Domain**   * Lesson Structure and Pacing   **Environment Domain**   * Expectations |
| **ADEPT Performance Standard 9C:**   * The teacher manages essential non-instructional routines in an efficient manner. | **Instruction Domain**   * Lesson Structure and Pacing   **Environment Domain**   * Managing Student Behavior |
| **ADEPT Domain 4: Professionalism** | **South Carolina Teaching Standards** |
| **ADEPT Performance Standard 10A:**  The teacher is an advocate for the students. | **Professionalism Domain**   * Growing and Developing Professionally * Reflecting on Teaching |
| **ADEPT Performance Standard 10B:**  The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. | **Professionalism Domain**   * Growing and Developing Professionally * Reflecting on Teaching * Community Involvement |
| **ADEPT Performance Standard 10C:**  The teacher is an effective communicator. | **Professionalism Domain**   * Growing and Developing Professionally * Reflecting on Teaching * Community Involvement * School Responsibilities |
| **ADEPT Performance Standard 10D:**  The teacher exhibits professional demeanor and behavior. | **Professionalism Domain**   * Growing and Developing Professionally * Community Involvement * School Responsibilities |
| **ADEPT Performance Standard 10E:**  The teacher is an active listener. | **Professionalism Domain**   * Growing and Developing Professionally * Reflecting on Teaching |