**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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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