

ADEPT Performance Standards/South Carolina Teaching Standards Crosswalk

ADEPT Domain 1: Planning	NIET South Carolina Teaching Standards
ADEPT Performance Standard 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.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 1.B: The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives
ADEPT Performance Standard 1.C: The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of long-range goals.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 1.D: The teacher develops appropriate processes for evaluation and recording students' progress and achievement.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Student Work ○ Assessment
ADEPT Performance Standard 1.E: The teacher plans appropriate procedures for managing the classroom.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students
ADEPT Performance Standard 2.A: The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives

ADEPT Performance Standard 2.C: The teacher routinely uses student performance data to guide short-range planning of instruction.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 3.A: The teacher develops/selects and administers a variety of appropriate assessments.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Assessment
ADEPT Performance Standard 3.B: At the appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 3.C: The teacher uses assessment data to assign grades (or other appropriate indicators) that currently reflect student progress and achievement.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Assessment
ADEPT Domain 2: Instruction	NIET South Carolina Teaching Standards
ADEPT Performance Standard 4.A: The teacher establishes, communicates, and maintains high expectations for student achievement.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives
ADEPT Performance Standard 4.B: The teacher establishes, communicates, and maintains high expectations for student participation.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students
ADEPT Performance Standard 4.C: The teacher helps students assume responsibility for their own participation and learning.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students
ADEPT Performance Standard 5.A: The teacher uses appropriate instructional strategies.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Presenting Instructional Content ○ Teacher Content Knowledge ○ Teacher Knowledge of Students
ADEPT Performance Standard 5.B: The teacher uses a variety of instructional strategies.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Activities and Materials

	<ul style="list-style-type: none"> ○ Teacher Content Knowledge ○ Grouping Students ○ Thinking ○ Problem Solving
ADEPT Performance Standard 5.C: The teacher uses instructional strategies effectively.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Presenting Instructional Content ○ Activities and Materials ○ Questioning ○ Grouping Students
ADEPT Performance Standard 6.A: The teacher demonstrates a thorough command of the discipline that he or she teaches.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Teacher Content Knowledge
ADEPT Performance Standard 6.B: The teacher provides appropriate content.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Presenting Instructional Content ○ Teacher Content Knowledge ○ Teacher Knowledge of Students
ADEPT Performance Standard 6.C: The teacher structures the content to promote meaningful learning.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students ○ Activities and Materials ○ Lesson Structure and Pacing ○ Presenting Instructional Content
ADEPT Performance Standard 7.A: The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives ○ Questioning ○ Academic Feedback
ADEPT Performance Standard 7.B: The teacher enhances student learning by using information from informal and formal assessments to guide instruction.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Academic Feedback ➤ Planning Domain <ul style="list-style-type: none"> ○ Assessment
ADEPT Performance Standard 7.C: The teacher enhances student learning by providing appropriate instructional feedback to students.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Academic Feedback

ADEPT Domain 3: Environment	NIET South Carolina Teaching Standards
ADEPT Performance Standard 8.A: The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Environment
ADEPT Performance Standard 8.B: The teacher creates and maintains a positive affective climate in his or her classroom.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior ○ Environment ○ Respectful Culture
ADEPT Performance Standard 8.C: The teacher creates and maintains a culture of learning in his or her classroom.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations ○ Respectful Culture
ADEPT Performance Standard 9.A: The teacher manages student behavior appropriately.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior ○ Respectful Culture
ADEPT Performance Standard 9.B: The teacher makes maximal use of instructional time.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Lesson Structure and Pacing ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations
ADEPT Performance Standard 9.C: The teacher manages essential noninstructional routines in an efficient manner.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Lesson Structure and Pacing ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior
ADEPT Domain 4: Professionalism	NIET South Carolina Teaching Standards
ADEPT Performance Standard 10.A: The teacher is an advocate for the students.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching
ADEPT Performance Standard 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.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching ○ Community Involvement

	<ul style="list-style-type: none"> ○ School Responsibilities
ADEPT Performance Standard 10.C: The teacher is an effective communicator.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching ○ Community Involvement
ADEPT Performance Standard 10.D: The teacher exhibits professional demeanor and behavior.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Community Involvement ○ School Responsibilities
ADEPT Performance Standard 10.E: The teacher is an active listener.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching