ADEPT Performance Standards/South Carolina Teaching Standards Crosswalk

<table>
<thead>
<tr>
<th>ADEPT Domain 1: Planning</th>
<th>NIET South Carolina Teaching Standards</th>
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</table>
| **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. | ➢ Planning Domain  
   o Instructional Plans  
   o Student Work  
   o Assessment |
| **ADEPT Performance Standard 1.B**: The teacher establishes appropriate standards-based long-range learning and developmental goals for all students. | ➢ Planning Domain  
   o Instructional Plans  
   o Student Work  
   o Assessment  
   ➢ Instruction Domain  
   o 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. | ➢ Planning Domain  
   o Instructional Plans  
   o Student Work  
   o Assessment |
| **ADEPT Performance Standard 1.D**: The teacher develops appropriate processes for evaluation and recording students’ progress and achievement. | ➢ Planning Domain  
   o Student Work  
   o Assessment |
| **ADEPT Performance Standard 1.E**: The teacher plans appropriate procedures for managing the classroom. | ➢ Environment Domain  
   o Managing Student Behavior  
   ➢ Instruction Domain  
   o 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. | ➢ Planning Domain  
   o Instructional Plans  
   o Student Work  
   o Assessment  
   ➢ Instruction Domain  
   o Standards and Objectives |
| ADEPT Performance Standard 2.C: The teacher routinely uses student performance data to guide short-range planning of instruction. | Planning Domain  
- Instructional Plans  
- Student Work  
- Assessment |
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| ADEPT Performance Standard 3.A: The teacher develops/selects and administers a variety of appropriate assessments. | Planning Domain  
- 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. | Planning Domain  
- 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. | Planning Domain  
- Assessment |

**ADEPT Domain 2: Instruction**

- Expectations  
Instruction Domain  
- Standards and Objectives |
|---|
- Expectations  
Instruction Domain  
- Motivating Students |
| ADEPT Performance Standard 4.C: The teacher helps students assume responsibility for their own participation and learning. | Instruction Domain  
- Motivating Students |
| ADEPT Performance Standard 5.A: The teacher uses appropriate instructional strategies. | Instruction Domain  
- Presenting Instructional Content  
- Teacher Content Knowledge  
- Teacher Knowledge of Students |
| ADEPT Performance Standard 5.B: The teacher uses a variety of instructional strategies. | Instruction Domain  
- Activities and Materials |
### ADEPT Performance Standard 5.C: The teacher uses instructional strategies effectively.

- **Teacher Content Knowledge**
- **Grouping Students**
- **Thinking**
- **Problem Solving**

#### Instruction Domain
- **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.

- **Teacher Content Knowledge**

#### Instruction Domain
- **Presenting Instructional Content**
- **Teacher Content Knowledge**

### ADEPT Performance Standard 6.B: The teacher provides appropriate content.

- **Instruction Domain**
  - **Presenting Instructional Content**
  - **Teacher Content Knowledge**
  - **Teacher Knowledge of Students**

### ADEPT Performance Standard 6.C: 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 7.A: 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 7.B: The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

- **Instruction Domain**
  - **Academic Feedback**

#### Planning Domain
- **Assessment**

### ADEPT Performance Standard 7.C: The teacher enhances student learning by providing appropriate instructional feedback to students.

- **Planning Domain**
  - **Academic Feedback**
**ADEPT Domain 3: Environment**

| 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. | Environment Domain  
  o Environment |
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| ADEPT Performance Standard 8.B: The teacher creates and maintains a positive affective climate in his or her classroom. | Environment Domain  
  o Managing Student Behavior  
  o Environment  
  o Respectful Culture |
| ADEPT Performance Standard 8.C: The teacher creates and maintains a culture of learning in his or her classroom. | Environment Domain  
  o Expectations  
  o Respectful Culture |
  o Managing Student Behavior  
  o Respectful Culture |
  o Lesson Structure and Pacing  
  Environment Domain  
  o Expectations |
| ADEPT Performance Standard 9.C: The teacher manages essential noninstructional routines in an efficient manner. | Instruction Domain  
  o Lesson Structure and Pacing  
  Environment Domain  
  o Managing Student Behavior |

**ADEPT Domain 4: Professionalism**

| ADEPT Performance Standard 10.A: The teacher is an advocate for the students. | Professionalism Domain  
  o Growing and Developing Professionally  
  o Reflecting on Teaching |
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| 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. | Professionalism Domain  
  o Growing and Developing Professionally  
  o Reflecting on Teaching  
  o Community Involvement |
| ADEPT Performance Standard 10.C: The teacher is an effective communicator. | ➢ Professionalism Domain  
  - Growing and Developing Professionally  
  - Reflecting on Teaching  
  - Community Involvement |
  - Growing and Developing Professionally  
  - Community Involvement  
  - School Responsibilities |
| ADEPT Performance Standard 10.E: The teacher is an active listener. | ➢ Professionalism Domain  
  - Growing and Developing Professionally  
  - Reflecting on Teaching |