

ADEPT Performance Standards

TAP Conversion Chart

ADEPT Domain 1: Planning	TAP Conversion
<p>ADEPT Domain 1: Planning</p> <p>Methods of Data Collection:</p> <ul style="list-style-type: none"> ◆ Long-Range Plan ◆ Unit Work Sample 	<p>TAP methods of data collection relative to <i>Planning</i>:</p> <ul style="list-style-type: none"> ◆ Long Range Plan (LRP) ◆ Unit Plans ◆ Daily Lesson Plans ◆ Classroom Observations ◆ Post-Conference Coaching Sessions
<p>ADEPT Domain 1: Planning</p> <p>Key Elements (11)</p>	<p>TAP criteria for receiving a judgment of “met” for each ADEPT key element relative to <i>Planning</i>:</p>
<p>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.</p>	<p>In order to be judged competent on ADEPT Performance Standard 1.A, the teacher must have earned a rating of 2.25 or higher on the following TAP rubric:</p> <ul style="list-style-type: none"> ➤ Instructional Plans
<p>ADEPT Performance Standard 1.B: The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.</p>	<p>In order to be judged competent on ADEPT Performance Standard 1.B, the teacher must have earned an average rating of 2.25 or higher on the following two TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Instructional Plans ➤ Standards and Objectives
<p>ADEPT Performance Standard 1.C: The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.</p>	<p>In order to be judged competent on ADEPT Performance Standard 1.C, the teacher must have earned an average rating of 2.25 or higher on the following two TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Instructional Plans ➤ Student Work
<p>ADEPT Performance Standard 1.D: The teacher develops appropriate processes for evaluating and recording students’ progress and achievement.</p>	<p>In order to be judged competent on ADEPT Performance Standard 1.D, the teacher must have earned a rating of 2.25 or higher on the following TAP rubric:</p> <ul style="list-style-type: none"> ➤ Student Work

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<p>ADEPT Performance Standard 1.E: The teacher plans appropriate procedures for managing the classroom.</p>	<p>In order to be judged competent on ADEPT Performance Standard 1.E, the teacher must have earned an average rating of 2.25 or higher on the following two TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Managing Student Behavior ➤ Motivating Students
<p>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.</p>	<p>In order to be judged competent on ADEPT Performance Standard 2.A, the teacher must have earned an average rating of 2.25 or higher on the following two TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Instructional Plans ➤ Standards and Objectives
<p>ADEPT Performance Standard 2.B: The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.</p>	<p>In order to be judged competent on ADEPT Performance Standard 2.B, the teacher must have earned an average rating of 2.25 or higher on the following three TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Instructional Plans ➤ Activities and Materials ➤ Teacher Knowledge of Students
<p>ADEPT Performance Standard 2.C: The teacher routinely uses student performance data to guide short-range planning of instruction.</p>	<p>In order to be judged competent on ADEPT Performance Standard 2.C, the teacher must have earned an average rating of 2.25 or higher on the following three TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Student Work ➤ Assessment
<p>ADEPT Performance Standard 3.A: The teacher develops/selects and administers a variety of appropriate assessments.</p>	<p>In order to be judged competent on ADEPT Performance Standard 3.A, the teacher must have earned a rating of 2.25 or higher the following TAP rubric:</p> <ul style="list-style-type: none"> ➤ Assessment

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<p>ADEPT Performance Standard 3.B: At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.</p>	<p>In order to be judged competent on ADEPT Performance Standard 3.B, the teacher must have earned a rating of 2.25 or higher on the following two TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Student Work ➤ Assessment
<p>ADEPT Performance Standard 3.C: The teacher uses assessment data to assign grades (or other appropriate indicators) that accurately reflect student progress and achievement.</p>	<p>In order to be judged competent on ADEPT Performance Standard 3.C, the teacher must have earned a rating of 2.25 or higher on the following TAP rubric:</p> <ul style="list-style-type: none"> ➤ Assessment
<p>Criteria for ADEPT Domain 1: Planning</p> <p>In order to meet the requirements for Domain 1 (Planning), the teacher must meet <i>at least</i> 10 of the 11 key elements.</p>	

ADEPT Domain 2: Instruction	TAP Conversion
<p>ADEPT Domain 2: Instruction</p> <p>Methods of Data Collection:</p> <ul style="list-style-type: none"> ◆ Classroom Observations ◆ Teacher Reflections on Instruction and Student Learning 	<p>TAP methods of data collection relative to <i>Instruction</i>:</p> <ul style="list-style-type: none"> ◆ Classroom Observations ◆ Post-Conference Coaching Sessions
<p>ADEPT Domain 2: Instruction</p> <p>Key Elements (12)</p>	<p>TAP criteria for receiving a judgment of “met” for each ADEPT key element relative to <i>Instruction</i>:</p>
<p>ADEPT Performance Standard 4.A: The teacher establishes, communicates, and maintains high expectations for student achievement.</p>	<p>In order to be judged competent on ADEPT Performance Standard 4.A, the teacher must have earned an average rating of 2.25 or higher on the following two TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Expectations ➤ Standards and Objectives

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ADEPT Domain 2: Instruction	TAP Conversion
<p>ADEPT Performance Standard 4.B: The teacher establishes, communicates, and maintains high expectations for student participation.</p>	<p>In order to be judged competent on ADEPT Performance Standard 4.B, the teacher must have earned an average rating of 2.25 or higher the following two TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Expectations ➤ Motivating Students
<p>ADEPT Performance Standard 4.C: The teacher helps students assume responsibility for their own participation and learning.</p>	<p>In order to be judged competent on ADEPT Performance Standard 4.C, the teacher must have earned a rating of 2.25 or higher on the following TAP rubric:</p> <ul style="list-style-type: none"> ➤ Motivating Students
<p>ADEPT Performance Standard 5.A: The teacher uses appropriate instructional strategies.</p>	<p>In order to be judged competent on ADEPT Performance Standard 5.A, the teacher must have earned an average rating of 2.25 or higher on the following three TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Presenting Instructional Content ➤ Teacher Content Knowledge ➤ Teacher Knowledge of Students
<p>ADEPT Performance Standard 5.B: The teacher uses a variety of instructional strategies.</p>	<p>In order to be judged competent on ADEPT Performance Standard 5.B, the teacher must have earned an average rating of 2.25 or higher on the following four TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Activities and Materials ➤ Thinking ➤ Problem Solving ➤ Grouping Students
<p>ADEPT Performance Standard 5.C: The teacher uses instructional strategies effectively.</p>	<p>In order to be judged competent on ADEPT Performance Standard 5.C, the teacher must have earned an average rating of 2.25 or higher on the following four TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Presenting Instructional Content ➤ Activities and Materials ➤ Questioning ➤ Grouping Students

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<p>ADEPT Performance Standard 6.A: The teacher demonstrates a thorough command of the discipline that he or she teaches.</p>	<p>In order to be judged competent on ADEPT Performance Standard 6.A, the teacher must have earned a rating of 2.25 or higher on the following TAP rubric:</p> <ul style="list-style-type: none"> ➤ Teacher Content Knowledge
<p>ADEPT Performance Standard 6.B: The teacher provides appropriate content.</p>	<p>In order to be judged competent on ADEPT Performance Standard 6.B, the teacher must have earned an average rating of 2.25 or higher on the following three TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Presenting Instructional Content ➤ Teacher Knowledge of Students ➤ Teacher Content Knowledge
<p>ADEPT Performance Standard 6.C: The teacher structures the content to promote meaningful learning</p>	<p>In order to be judged competent on ADEPT Performance Standard 6.C, the teacher must have earned an average rating of 2.25 or higher on the following four TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Motivating Students ➤ Activities and Materials ➤ Presenting Instructional Content ➤ Lesson Structure and Pacing
<p>ADEPT Performance Standard 7.A: The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.</p>	<p>In order to be judged competent on ADEPT Performance Standard 7.A, the teacher must have earned an average rating of 2.25 or higher on the following two TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Standards and Objectives ➤ Questioning
<p>ADEPT Performance Standard 7.B: The teacher enhances student learning by using information from informal and formal assessments to guide instruction.</p>	<p>In order to be judged competent on ADEPT Performance Standard 7.B, the teacher must have earned an average rating of 2.25 or higher the following two TAP rubrics:</p> <ul style="list-style-type: none"> ➤ Academic Feedback ➤ Assessment

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ADEPT Domain 2: Instruction	TAP Conversion
<p>ADEPT Performance Standard 7.C: The teacher enhances student learning by providing appropriate instructional feedback to students.</p>	<p>In order to be judged competent on ADEPT Performance Standard 7.C, the teacher must have earned a rating of 2.25 or higher on the following TAP rubric:</p> <ul style="list-style-type: none"> ➤ Academic Feedback
<p>Criteria for ADEPT Domain 2: Instruction</p> <p>In order to meet the requirements for Domain 2 (Instruction), the teacher must meet <i>at least</i> 11 of the 12 key elements.</p>	

ADEPT Domain 3: Environment	TAP Conversion
<p>ADEPT Domain 3: Environment</p> <p>Methods of Data Collection:</p> <ul style="list-style-type: none"> ◆ Classroom Observations ◆ Teacher Reflections on Instruction and Student Learning 	<p>TAP methods of data collection relative to the <i>Environment</i>:</p> <ul style="list-style-type: none"> ◆ Classroom Observations ◆ Post-Conference Coaching Sessions
<p>ADEPT Domain 3: Environment</p> <p>Key Elements (6)</p>	<p>TAP criteria for receiving a judgment of “met” for each ADEPT key element relative to the <i>Environment</i>:</p>
<p>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.</p>	<p>In order to be judged competent on ADEPT Performance Standard 8.A, the teacher must have earned a rating of 2.25 or higher on the following TAP rubric:</p> <ul style="list-style-type: none"> ➤ Environment

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ADEPT Domain 3: Environment	TAP Conversion
ADEPT Performance Standard 8.B: The teacher creates and maintains a positive affective climate in his or her classroom.	In order to be judged competent on ADEPT Performance Standard 8.B, the teacher must have earned an average rating of 2.25 or higher on the following three TAP rubrics: <ul style="list-style-type: none"> ➤ Respectful Culture ➤ Environment ➤ Managing Student Behavior
ADEPT Performance Standard 8.C: The teacher creates and maintains a culture of learning in his or her classroom.	In order to be judged competent on ADEPT Performance Standard 8.C, the teacher must have earned an average rating of 2.25 or higher on the following two TAP rubrics: <ul style="list-style-type: none"> ➤ Expectations ➤ Respectful Culture
ADEPT Performance Standard 9.A: The teacher manages student behavior appropriately	In order to be judged competent on ADEPT Performance Standard 9.A, the teacher must have earned an average rating of 2.25 or higher on the following two TAP rubrics: <ul style="list-style-type: none"> ➤ Managing Student Behavior ➤ Respectful Culture
ADEPT Performance Standard 9.B: The teacher makes maximal use of instructional time.	In order to be judged competent on ADEPT Performance Standard 9.B, the teacher must have earned an average rating of 2.25 or higher on the following two TAP rubrics: <ul style="list-style-type: none"> ➤ Lesson Structure and Pacing ➤ Expectations
ADEPT Performance Standard 9.C: The teacher manages essential noninstructional routines in an efficient manner.	In order to be judged competent on ADEPT Performance Standard 9.C, the teacher must have earned a rating of 2.25 or higher on the following TAP rubric: <ul style="list-style-type: none"> ➤ Lesson Structure and Pacing
<p>Criteria for ADEPT Domain 3: Environment</p> <p>In order to meet the requirements for Domain 3 (Environment), the teacher must meet <i>at least 5</i> of the 6 key elements.</p>	

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ADEPT Domain 4: Professionalism	TAP Conversion
ADEPT Domain 4: Professionalism Methods of Data Collection: <ul style="list-style-type: none"> ◆ Professional Performance Review ◆ Teacher Self-Assessment & Goal-Setting 	TAP methods of data collection relative to Professionalism: <ul style="list-style-type: none"> ◆ Professional Performance Review ◆ Teacher Self-Assessment & Goal-Setting
ADEPT Domain 4: Professionalism Key Elements (5)	TAP criteria for receiving a judgment of “met” for each ADEPT key element relative to Professionalism:
ADEPT Performance Standard 10.A: The teacher is an advocate for the students.	ADEPT Performance Standard 10.A: The teacher is an advocate for the students.
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.	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.
ADEPT Performance Standard 10.C: The teacher is an effective communicator.	ADEPT Performance Standard 10.C: The teacher is an effective communicator.
ADEPT Performance Standard 10.D: The teacher exhibits professional demeanor and behavior.	ADEPT Performance Standard 10.D: The teacher exhibits professional demeanor and behavior.
ADEPT Performance Standard 10.E: The teacher is an active learner.	ADEPT Performance Standard 10.E: The teacher is an active learner.
Criteria for ADEPT Domain 4: Professionalism In order to meet the requirements for Domain 4 (Professionalism), the teacher must meet <i>at least</i> 4 of the 5 key elements.	

Overall Judgment for Classroom-Based Teachers	TAP Conversion for Classroom-Based Teachers
In order for a classroom-based teacher to receive an overall performance judgment of <i>met</i> , the teacher must meet the requirements in all four ADEPT domains (i.e., Planning, Instruction, Environment, and Professionalism).	

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Note:

Special area personnel serving in TAP or TIF schools are to be evaluated as follows:

- ◆ Library media specialists are to be evaluated using the ADEPT Formal Evaluation Model for Library Media Specialists.
- ◆ School guidance counselors are to be evaluated using the ADEPT Formal Evaluation Model for School Guidance Counselors.
- ◆ Speech-language therapists are to be evaluated using the ADEPT Formal Evaluation Model for Speech-Language Therapists.