



APEC Center Handbook

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Section 1: Mission and APEC program overview

The APEC Center is funded through a five-year grant from the SC Commission on Higher Education. Through the Center, we have developed a program leading to alternative certification.

The APEC Center at Columbia College is a program within the Division of Education. The APEC Center has partnered with local school districts to prepare career changers and instructional assistants who want to become classroom teachers. The APEC Advisory Board has been established to monitor the progress of APEC and the outcomes of the participants. The established learner outcomes and professional standards for educator preparation program at Columbia College are the foundation of the APEC program.

An Introduction to the Columbia College Teacher Education Program

Mission of Columbia College

Columbia College prepares learners personally and professionally for success through strong liberal arts and professional programs emphasizing service, social justice, and leadership development (2017).

Mission and Goals of the Educator Preparation Provider

The mission of the Columbia College Educator Preparation Provider (EPP) is to prepare Collaborative Professionals who are “Learner Ready” in guiding the development of twenty-first century learners to become contributing members of a diverse, global community. The EPP defines a Collaborative Professional as having the courage to be a leader within and beyond the classroom; the commitment to be a reflective practitioner and life-long learner; the confidence to seek opportunities to collaborate with others; and the competence in the application of content and professional practice of the discipline. Participants of the APE program are introduced to the learner outcomes of the EPP throughout their course and fieldwork.

Eight **Essential Beliefs** provide the foundation for the courses and experiences that ensure the development of the Collaborative Professional. These essential beliefs are:

1. Teaching and learning are enriched by a liberal arts foundation that provides in-depth experiences with knowledge construction, inquiry, and collaboration.
2. Teaching and learning require active participation in carefully organized educational experiences that are reinforced and extended through practice.
3. Teaching and learning integrate the intensive study of pedagogy, wisdom of professional practice, and professional development experiences.
4. Teaching and learning include the study of varied perspectives through experience and practice opportunities.
5. Teaching and learning must address knowledge of the ethical and programmatic connections between theory and practice.
6. Teaching and learning must address knowledge construction and provide experiences in differentiating instruction that uses evidence based practices to ensure access to the curriculum for all learners.
7. Teaching and learning must address opportunities to develop capacities in inquiry and problem solving to support commitment in addressing educational issues and problems.
8. Teaching and learning must address the development of professional dispositions and behaviors—in communication, collaboration, leadership and commitment to learner and the profession.

The Collaborative Professional is knowledgeable in both discipline-specific content and pedagogy. Therefore the EPP has for itself the following **EPP Goals**:

1. Provide a knowledge base for the development of content proficiency
2. Model connections and varied perspectives between core content and specialized subject matter
3. Model communication and collaboration through instructional methods and interactions
4. Model and define pedagogical principles, best practice and inclusive teaching procedures and practices

5. Model and provide opportunities to develop critical thinking-in teaching and learning
6. Model ethical, caring, professional behaviors
7. Model and address the essential components of teaching and learning with technology
8. Model and assess professional growth through performance and reflection.

Knowledge and understanding derived from these essential beliefs and EPP goals has directed the development of the following broad **Learner Outcomes** for Columbia College APEC Fellows. These outcomes communicate expectations and inform the EPP of candidate progress. Fellows will learn about and commit to the attainment of professional knowledge, skills and dispositions of the Collaborative Professional in each module and field experience.

Knowledge

Goal: The Collaborative Professional will use a broad knowledge base and competency in the specialized content areas to teach all learners.

The APEC Fellow

1. Knows and understands the specialized content of the appropriate disciplines.
2. Knows and understands the pedagogical content of the appropriate disciplines.
3. Knows and understands assessment methods for the appropriate disciplines.
4. Knows and understands connections and interrelationships among the appropriate disciplines.
5. Knows and understands different methods of critical thinking and problem solving appropriate for the discipline.

Performances

Goal: The Collaborative Professional will demonstrate sound pedagogical principles to guide instruction for all learners.

The APEC Fellow

6. Designs and implements developmentally appropriate and challenging instruction that has a positive impact on all learners
 - a. Develop instruction that communicates clearly defined learner outcomes
 - b. Implement instructional plans that utilize a variety of evidence-based instructional strategies
 - c. Use and model different modes of thinking and problem solving
 - d. Enhance learning and thinking by integrating a variety of materials and experiences to include technology
7. Measures and analyzes learner performance with appropriate formative and summative assessments to monitor and guide instruction.
8. Develops inclusive learning environments that have a positive impact on individual and collaborative learning.

Dispositions

Goal: The Collaborative Professional will exhibit the dispositions and behaviors that meet the expectations of the profession and positively impact all learners. Dispositions are a key component of the APEC program (see Section 2)

The APEC Fellow

9. Is committed to professional growth (D1).

10. Is committed to the learning and continual development of understanding by all learners (D2).
11. Is committed to communicating effectively in oral and written communications with-learners, parents and other professionals within and beyond the classroom.(D3).
12. Is committed to collaborative practice within and beyond the classroom (D4).
13. Is committed to accepting leadership responsibilities within and beyond the classroom (D5).

The EPP has worked to develop a program model that reflects the collective beliefs and knowledge of teacher education. The development has been shaped by the work and philosophies of the Interstate New Teacher Assessment and Support Consortium (INTASC), the Council for the Accreditation of Educator Preparation (CAEP), and the South Carolina Department of Education's Expanded ADEPT (Teaching Standards 4.0).

Columbia College's Teacher Education Program is accredited and approved by the South Carolina State Board of Education and by the NCATE National Council for the Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP). Each program is also reviewed and approved by the appropriate specialty professional association (SPA) or by the state.

Section 2: APEC Fellows Eligibility Requirements and Participant Expectations

Eligibility to become an APEC Fellow follows an extensive application and interview process that includes a formal review of all previous coursework through official transcripts. An overall GPA of 2.5 or higher is required for acceptance into the program. Applicants can appeal the GPA requirement through a review of available coursework to identify a major GPA if available or by taking 2 courses at Columbia College prior to acceptance to the program to establish a local GPA.

Once accepted as an APEC Fellow, participants must complete a Participant Agreement and if required, a District Work Agreement (refer to District). During the first year Fellows are working full time in the classroom with a Mentor Teacher identified by the district. Fellows must adhere to all employee guidelines as outlined in the district employee contract/handbook while also completing all APEC course and field requirements outlined in syllabi.

The professional and academic standards of Columbia College and the state of South Carolina must be met. The following five professional dispositions have been aligned with the SC Expanded ADEPT SCTS 4.0 rubric: Professional Commitment, Commitment to Learning, Effective Communication, Collaboration and Leadership. These are the foundation of professional development in the APEC program. APEC Fellows are evaluated within courses and the field on their demonstration of these dispositions at a target of Proficient or higher on a four point rating scale that is used across all evaluations within the APEC program: Unacceptable, Acquiring, Proficient and Distinguished. Professional expectations for the delivery of content and instruction in the field experiences are outlined in the domains of the SCTS 4.0 rubric. Fellows must receive overall ratings of Proficient or higher by the end of the final field experience using the four point rating: Unacceptable, Acquiring, Proficient and Distinguished. The full SCTS 4.0 rubric used throughout the APEC program is found in the Field Experience Handbook participants receive in the first field experience.

As a member of the Columbia College community, APEC Fellows agree to **Choose Honor**. I hereby pledge to uphold these values that support and sustain the legacy and mission of Columbia College. I will be responsible for my own behaviors both in and out of the classroom; I will strive to be a person of integrity - creating and protecting an environment that will not compromise the worth of others; I will respect others and myself by exhibiting fairness and showing concern for the rights and property of our community; and I will show compassion through loving-kindness and service. Furthermore, as a student the APEC Center of Columbia College, I am honor bound to refrain from cheating, stealing and lying. I choose Honor and I pledge the Columbia College Honor Code as my way of life.

Our Student Responsibility

1. It is the responsibility of each student to personally approach anyone who has committed a major offense and urge that student to report the offense.
2. Each student, as a member of the student body of Columbia College, has the responsibility, not only for becoming familiar with the provisions of the Student Code of Conduct and Honor Code upon which the student body has agreed, but also for developing the highest and strongest personal honor code possible.
3. Each student must realize that by accepting admission to Columbia College, the student has acknowledged a commitment to the provisions of the Honor Code.

All APEC Fellows are expected to adhere to the Columbia College academic policies regarding academic integrity and GPA requirements for graduation. The College requires a final cumulative GPA of at least 3.00 (“B”) for receiving the master’s degree and 2.5 for receiving an undergraduate degree.

In order to maintain good standing in graduate programs, APEC Fellows must consistently do “B” quality work or above in coursework and maintain a cumulative 3.00 GPA. A Fellow whose cumulative GPA falls below a 3.00 in any given semester is placed on academic probation. A Fellow will be excluded for academic reasons if

her/his cumulative GPA is less than 3.00 at the end of the following consecutive semester. Consecutive semesters are fall/spring/summer.

A Support Form Process provides remediation to APEC Fellows during the program. Noted concerns of professionalism, academic competence or application of skills in the classroom can lead to the development of a support form. This process outlines a personalized plan to assist the APEC Fellow in developing the skills needed to be successful in the program and eventually in their own classroom. A copy of the the support form can be found in the Forms section of the handbook.

The Advisory Board of the APEC Center is the oversight body for academic appeals and grievances. This board consists of the chairpersons of each certifying program within the Division of Education at Columbia College, representatives of the SDE and partner IHEs and partner school districts. If an applicant or participant has concerns or decides to appeal any of the academic policies or guidelines of the program, the **Appeal and Grievance Policy** is to write a formal letter to APEC Director, Dr. Marla Sanders, outlining the concern and which academic policy or guideline the appeal is requesting an exception. Once reviewed by the APEC directors a meeting with the applicant or participant will be held to review next steps to include a vote by the APEC Advisory Board. A unanimous decision by the Advisory Board is required to receive an exception to any APEC policy. Decisions made by the Advisory Board are final.

Policies regarding the Confidentiality of Student Records are in compliance with the Family Education Rights and Privacy Act of 1974, FERPA. The APEC Center at Columbia College is restricted in the release of certain documents without APEC Fellow written permission. However, the Center can release directory information (name, degree, certification area and employment history) and PR photos unless the APEC Fellow requests in writing to not be included in any release. As outlined in the APEC Fellow Participation Agreement (see Section Five), the Center will communicate to partner districts (employer) the ongoing eligibility status of APEC Fellows.

The APEC Center at Columbia College is a learning environment fostering common standards of conduct and the institutional mission of the college. Sexual misconduct, including harassment, assault, violence of exploitation is prohibited by **Title IX**. In addition to being a violation of federal and state law, Sexual Misconduct interferes with the mission of Columbia College by endangering the physical, mental, and emotional safety of community members, disrupting the academic progress of survivors as they recover, and flagrantly violating the community of trust. Title IX makes it clear that violence and harassment based on sex or gender at Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. To report an incident, contact **Title IX Coordinator**, Dr. Shirley Huisman, 786-3629 or 104 Wil Lou Gray.

The APEC Center is housed within the Division of Education at Columbia College. In the event the Center is no longer able to support participants in the pursuit of the alternative certification, a **Transition Plan** has been developed to assist graduate participants by teaching out the remaining courses within the Divergent Learning Program or assisting the participant with the application process to the PACE program of South Carolina or other available alternative programs. In addition, should a participant make the decision to exit the program, the Columbia College Career Center is available to assist with transition into other careers. Support includes one-on-one career coaching, resume workshops and job fairs held on the Columbia College campus.

Section 3: APEC Program Requirements and Formal Admittance

The training program of the APEC Center is defined by specially designed course content completed in coordination with a year-long work embedded teacher residency and professional learning community.

Module Overview The APEC program follows a specially designed set of modules that have been aligned with the InTASC professional standards of teaching. These are completed during the first year. During the second year specific degree requirements will be completed.

Module 1 Learning Theory and Behavior

Module 2 Instructional Planning and Assessment

Module 3 Instructional Methods and Literacy

Module 4 Diversity and Inclusion

The Work Embedded Teacher Residency

A Professional Learning Seminar is completed in coordination with each semester residency experience to develop a learning community where peers observe and reflect on assignments and specific components of the the classroom.

Specialty Area Workshops supplement the course modules with ongoing professional development in program area content, additional Read to Succeed and state requirements as well as Praxis preparation.

The following five **professional dispositions** have been identified and aligned with the SC Expanded ADEPT SCTS 4.0 rubric: Professional Commitment, Commitment to Learning, Effective Communication, Collaboration and Leadership. These are the foundation of professional development in the APEC program. Fellows are expected to develop and demonstrate these dispositions within course and fieldwork at a target of proficient or higher.

Disposition 1: Professional Commitment--The teacher candidate demonstrates the behaviors of a pre-service professional by

- a. maintaining established schedule (punctuality and attendance);
- b. being prompt and prepared with all assignments on time; (SCTS PS1)
- c. being appropriately dressed/groomed for the setting;
- d. upholding academic integrity as defined by professional standards (academic & code of conduct); and
- e. demonstrating specific actions for professional growth by implementing constructive feedback from observations and conferences (SCTS PS6)
- f. using self-reflection of lesson effectiveness to impact future teaching. (SCTS PS5)

Disposition 2: Commitment to Learner--The teacher candidate demonstrates the behaviors of an advocate for students by

- a. utilizing student data to provide appropriate learning experiences for all students; (SCTS PS8)
- b. attempting to use new learning (knowledge/tech/strategies) in the classroom; (SCTS PS2)
- c. providing learning experiences and interactions that demonstrate an appreciation and understanding of diversity; and
- d. displaying enthusiasm for teaching and learning.

Disposition 3: Effective Communication--The teacher candidate demonstrates the behaviors of an effective communicator by

- a. being a thoughtful and responsive listener and observer;
- b. demonstrating clarity, fluency and correct use of Standard English in both written & oral communication;
- c. providing appropriate and timely feedback to students using a variety of formats;
- d. displaying self-control and maturity in accepting constructive feedback;
- e. demonstrating initiative in the classroom by asking appropriate questions to solve problems or achieve goals.

Disposition 4: Collaboration--The teacher candidate displays the behaviors of a collaborative professional by

- a. interacting with other professionals and/or students' family members in a way that respects their input;
- b. showing awareness of the school culture;
- c. assuming the responsibility for establishing collaborative relationships within the setting;
- d. contributing to the learning environment in a positive way;
- e. participating appropriately in discussion and decision making opportunities at the field site; and
- f. exhibiting a positive attitude toward supervision.

Disposition 5: Leadership--The teacher candidate displays the behaviors of a teacher leader by

- a. being committed to professional growth beyond the school site;
- b. accepting leadership responsibilities that contribute to a safe and orderly learning environment (SCTS PS 10)
- c. actively supporting activities and events at the school site; (SCTS PS9)
- d. going beyond stated expectations of the experience

APEC Fellows must complete all **licensure exams** required by the SDE (SC Code Ann. Section 59-26-30. To register for the PLT or your Praxis II content exam, go to www.ets.org/praxis and follow the links for tests required in South Carolina as well as the “Register for a Test” link. Be sure to list APEC Columbia College as a score recipient using testing center code 5009.

Praxis II: Principles of Learning and Teaching (PLT)

The Principles of Learning and Teaching (PLT) is required to receive initial licensure.

Area of Licensure	Required Examination Number	Required Examination Name	Required Score
All Early Childhood Licenses	5621 (\$146)	Principles of Learning and Teaching: Early Childhood	157
All Elementary Licenses	5622 (\$146)	Principles of Learning and Teaching: Grades K-6	160
All Middle Level Licenses	5623 (\$146)	Principles of Learning and Teaching: Grades 5-9	160
All Secondary Licenses	5624 (\$146)	Principles of Learning and Teaching: Grades 7-12	157
All K-12 Licenses	See Above	Select one of the four tests listed above.	See above scores.

Praxis II: Subject Assessments/Specialty Area Tests

Area of Licensure	Required Examination Number (cost)	Required Specialty Examination Name	Required Score
Dance	No content exam available PLT is required		No Score
Early Childhood Education	5024 (\$146)	Education of Young Children	160
	5021 (no longer offered) If you completed this test prior to 8/31/14 a passing score is valid up to five years from the test date.	Education of Young Children	166
Elementary Education	5001 (\$170-all subtests) (Includes the four numbered content area subtests). Candidates must pass all subtests. This is a multiple subject test in Reading and Language Arts, Mathematics, Social Studies, Science.	5002 (\$60)-Reading and Language Arts Subtest	157
		5003 (\$60)-Mathematics Subtest	157
		5004 (\$60)-Social Studies Subtest	155
		5005 (\$60)-Science Subtest	159
	After August 31, 2017, 5019 will no longer be accepted. If you completed this test prior to 8/31/17 it will be valid for five years.	Elementary Education: Instructional Practices and Applications	155

Area of Licensure	Required Examination Number (cost)	Required Specialty Examination Name	Required Score
English	5039 (\$146)	English Language Arts: Content and Analysis	168
Middle Level Language Arts	5047 (\$146) OR 5039 (\$146)	Middle School Language Arts OR English Language Arts: Content and Analysis	164 OR 168
Middle Level Mathematics	5169 (\$120) OR 5161 (\$120)	Middle School Mathematics OR Mathematics: Content Knowledge	165 OR 150
Middle Level Science	5440 (\$120) OR 5435 (\$120)	Middle School Science OR General Science: Content Knowledge	150 OR 150
Middle Level Social Studies	5089 (\$146) OR 5086 (\$146)	Middle School Social Studies OR Social Studies: Content and Interpretation	155 OR 153
Multicategorical Special Education	5543 (\$146)	Special Education: Core Knowledge and Mild-to-Moderate Applications	158

Formal Admittance The target cohort size is 15 as established in the original proposal to CHE. Following information sessions, interested participants complete the following:

1. Application to the APEC Center at Columbia College to include a writing sample, three letters of professional reference, and all official transcripts.

2. Once a completed application packet is complete, a screening for eligibility takes place in include:
 - i. Review of transcripts to identify career GPAs (2.75 or higher), confirm the attainment of a bachelor's degree, and document previous related coursework or experience
 - ii. Analysis of the writing sample to determine skills needed to complete writing at the collegiate level as well as to evaluate professional commitment to completion of the program.
 - iii. Review and confirmation of professional references, to include the administrator of the building the district employee is current working
3. Once determined eligible, candidates are invited to interview with a team comprised of the APEC Directors, APEC Project Manager, Columbia College faculty, a district representative and a current APEC participant (APEC Fellow).
4. Selected participants are then approved by the school district and invited to become participants of the APEC program.

Induction Support Upon completion of the requirements of the APEC program, eligible Fellows enter the classroom within their supporting district. Support of the APEC program continues with a College Supervisor to assist in the preparation of the first year.

Section 4: State Department of Education

APEC Fellows are introduced to the **Standards of Conduct for SC Educators** and the **Model Code of Ethics** (https://www.nasdtec.net/page/MCEE_Doc) in Module One, through the orientation and training of the *work embedded teacher residency* and the Professional Learning Seminars. These standards continue to be reinforced through the development of the professional dispositions of the program. The following image pulled from the SDE website outlines the standards and is found at <https://ed.sc.gov/educators/certification/certification-forms/forms/standards-of-conduct-for-south-carolina-educators/>.

APEC Fellows are prepared as Collaborative Professionals who are learner ready on day one to meet the needs of the **South Carolina Graduate** through the development of the knowledge, skills and dispositions outlined in Sections 1 and 3 of this handbook and found at <https://ed.sc.gov/about/profile-of-sc-graduate/>.

OVERVIEW AND INTRODUCTION TO

Expanded ADEPT Support and Evaluation System

Background

The SCDE's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student academic growth and achievement. Implemented statewide in 1998, the ADEPT system has become a vital part of the state's overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations of both subject matter (content) and general teaching area, teachers were required to complete all ADEPT requirements to be eligible for a professional teaching certificate.

On the fifth anniversary of ADEPT implementation, the state commissioned a comprehensive external evaluation of the system to determine the strengths, weaknesses, and fidelity of implementation of the system. The evaluation of the system resulted in upgrades beginning with amendments to the ADEPT statute (S.C. Code Ann. §§ 59-26-30 and 59-26-40). Signed into law in 2004, these amendments modified several of the teacher contract levels and corresponding ADEPT procedural requirements. During the second phase of the upgrade (2004–05), a statewide committee of educators was convened to review recommendations for amendments to the State Board of Education's ADEPT regulation (24 S.C. Code Ann. Regs. §§ 43-205.1) and to draft ADEPT implementation guidelines.

The work of the steering committee resulted in the ADEPT Guidelines that were approved by the South Carolina State Board of Education (SBE) in 2006 and have continued to be the basis for teacher evaluation and licensure. In 2012, the SCDE applied for and was granted a waiver from the Elementary and Secondary Education Act (ESEA) requirements. The United States Department of Education (USED) approved the waiver provided that an expanded system for educator evaluation was developed and implemented statewide that included student growth measures. To meet USED timelines, in June 2014, initial guidelines were adopted, and in March 2015, the *Expanded ADEPT Support and Evaluation System* was presented to the SBE.

In December 2015, ESEA legislation was reauthorized, allowing states greater flexibility in designing educator evaluation systems. The SCDE took this opportunity to rethink its approach to the redesign of the *Expanded ADEPT* educator evaluation system. Four requests were made of the SBE:

- Remove the requirement of test score based measures within educator evaluation.
- Continue to collect student growth measures through the student learning objectives (SLO) process and the use of local growth measures.
- Use the student growth measure as an artifact that supports ratings within professional practice domains rather than as its own measure.
- Grant permission to convene educator stakeholder focus groups to get feedback related to changes in the system.

These four requests were approved on January 13, 2016. Refinements in these system guidelines reflect stakeholder feedback gathered over the course of 2016—18 from statewide trainings, focus groups, an online feedback survey ([over 9,000 responses received](#)), annual Expanded ADEPT plans, webinars, multiple reviews from advisory groups across the state of South Carolina, and independent reviews from the Southern Regional Education Board and the American Institutes of Research. Additionally, feedback from a study conducted by the Research, Evaluation, and Measurement Center at the University of South Carolina in conjunction with districts across the state was used to establish the scoring ranges for

2018. Our work is not over. Refinements to the system will continue to ensure the system is meaningful to South Carolina educators, aligned to the intent of professional growth and development, and thoughtful in its implementation. Every student in South Carolina schools deserves an effective teacher. Teachers deserve timely, thoughtful feedback about their practice to grow and develop at all stages of their professional career.

Purpose of the *Expanded ADEPT* Support and Evaluation System

The *Expanded ADEPT Support and Evaluation System for Classroom-Based Teachers (2018)* (*Expanded ADEPT*) is designed to continuously develop educators at all performance levels through an evaluation system that is valid, reliable, and fair and that produces actionable and constructive feedback to support professional growth. For purposes of this system, educator is defined as a certified classroom teacher who plans, delivers, and assesses instruction over time. School counselors, speech and language therapists, and library media specialists will continue to be evaluated under the existing 2006 ADEPT guidelines until new evaluation guidelines are developed for those educators. These guidelines amend the earlier approved Expanded ADEPT Guidelines and SAFE-T Guidelines; any provisions that are not expressly changed remain in place. *Expanded ADEPT* re-focuses the attention on intended student outcomes, allowing educators to align and strengthen professional practice to support those intended student outcomes. The system uses data-driven improvements to the state's existing support and evaluation systems authorized under the following:

- S.C. Code Ann. §§ 59-26-40 (Supp. 2016): Training, Certification, and Evaluation of Public Educators, available online at http://ed.sc.gov/scdoe/assets/file/programs-services/50/documents/ADEPT_Statute_Amended2012.pdf
- State Board of Education Regulation § 43-205.1 (Supp. 2016): Assisting, Developing, and Evaluating Professional Teaching (ADEPT), available online at <http://ed.sc.gov/educators/educator-effectiveness/adept-evaluation-system-2006/adept-overview/regulation-no-r-43-205-1/>

System Overview

With these improvements, *Expanded ADEPT* contains multiple valid measures of educator practice and impact, including the following:

- Support for continuous improvement of instruction;
- Systematic assessment and differentiation of educator professional practice;
- Use of multiple valid measures to include: professional performance (including observations of professional practice) and student growth measure(s);
- Inclusion of appropriate processes for regularly evaluating educators;
- Clear, timely, useful, and actionable feedback for educators that identifies areas for improvement and guides professional development (PD);
- Annual individualized professional growth plans aligned to district strategic plans and the school's renewal plan;
- Use of evaluations to inform personnel decisions;
- Appropriate training for all educators to help them understand the purposes of the evaluation system, the elements of the evaluation system, and their roles and responsibilities in implementing these systems; and
- Annual reporting, assurances, and updates within district and higher education *Expanded ADEPT* plans.

South Carolina Teaching Standards 4.0 Rubric for Classroom-Based Teachers

Within the *Expanded ADEPT* System, the South Carolina Teaching Standards (SCTS) 4.0 Rubric serves as the observation instrument for classroom-based teacher evaluations. For the purpose of *Expanded ADEPT*, the term classroom-based teacher refers to those educators who are responsible for planning, delivering, and assessing instruction to students over time. The term classroom-based teacher does not include special-area personnel (i.e., school counselors, library media specialists, and speech and language therapists). The SCTS 4.0 rubric is based on sets of performance standards designed and validated by the National Institute for Excellence in Teaching (NIET) and establishes the expectations for what classroom-based teachers are to know, be able to do,

and carry out as an integral part of their practice. These expectations, called the SCTS Indicators, are the foundation for good teaching and are designed to grow classroom-based teachers throughout their career continuum, beginning with teacher preparation and continuing through Induction, high-stakes performance evaluations, and ongoing professional growth and development that supports the growth of South Carolina educators. A classroom-based teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of the teaching career. There are twenty-three SCTS Indicators for classroom-based teachers. These Indicators are grouped into four broad categories, or domains:

Planning	Instruction	Environment	Professionalism
<ul style="list-style-type: none"> • Instructional Plans • Student Work • Assessment 	<ul style="list-style-type: none"> • Standards & Objectives • Motivating Students • Presenting Instructional Content • Lesson Structure & Pacing • Activities & Materials • Questioning • Academic Feedback • Grouping Students • Teacher Content Knowledge • Teacher Knowledge of Students • Thinking • Problem Solving 	<ul style="list-style-type: none"> • Managing Student Behavior Expectations • Environment • Respectful Culture 	<ul style="list-style-type: none"> • Growing & Developing Professionally • Reflecting on Teaching • Community Involvement • School Responsibilities

Each of these Indicators contains a set of Descriptors—the critical components of the Indicator. Together, the Indicators and Descriptors establish the proficiency expectations for each Domain. The Descriptors are not intended to be used as a checklist. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes, a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used for gauging teacher effectiveness. The full rubric is found on the following pages and should be referenced within each course module and field experience.

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards & Objectives ¹	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for each student's performance are clear, demanding, and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear, demanding and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed There is evidence that some of the students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students ²	<ul style="list-style-type: none"> The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. The teacher consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content ³	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. Explicit examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. 	<p>Presentation of content sometimes includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information.

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Lesson Structure and Pacing ⁴	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end and reflection. Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts somewhat promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost
Activities and Materials ⁵	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology which enhances student learning and thinking. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).

⁴ Konrad, M., Helf, S., & Joseph, L. M. (2011). Evidence-based instruction is not enough: Strategies for increasing instructional efficiency. *Intervention in School and Clinic, 47*(2), 67-74. doi: 10.1177/1053451211414192

⁵ Pahl, K., & Roswell, J. (2010). *Artifactual literacies: Every object tells a story*. New York, NY: Teachers College Press.

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Questioning ⁶	<p>Teacher questions are varied and high quality providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> ● Questions are consistently purposeful and coherent. ● A high frequency of questions is asked. ● Questions are consistently sequenced with attention to the instructional goals. ● Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). ● Wait time (3-5 seconds) is consistently provided. ● The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are varied and high quality providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> ● Questions are usually purposeful and coherent. ● A moderate frequency of questions asked. ● Questions are often sequenced with attention to the instructional goals. ● Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). ● Wait time is often provided. ● The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. ● Students generate questions that lead to further inquiry. 	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> ● Questions are sometimes purposeful and coherent. ● A moderate frequency of questions asked. ● Questions are sometimes sequenced with attention to the instructional goals. ● Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). ● Wait time is sometimes provided. ● The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> ● Questions are random and lack coherence. ● A low frequency of questions is asked. ● Questions are rarely sequenced with attention to the instructional goals. ● Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). ● Wait time is inconsistently provided. ● The teacher mostly calls on volunteers and high ability students.
Academic Feedback ⁷	<ul style="list-style-type: none"> ● Oral and written feedback is consistently academically focused, frequent, and high quality. ● Feedback is frequently given during guided practice and homework review. ● The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. ● Feedback from students is consistently used to monitor and adjust instruction. ● Teacher engages students in giving specific and high quality feedback to one another. 	<ul style="list-style-type: none"> ● Oral and written feedback is mostly academically focused, frequent, and mostly high quality. ● Feedback is often given during guided practice and homework review. ● The teacher circulates regularly during instructional activities to support engagement, and monitor student work. ● Feedback from students is regularly used to monitor and adjust instruction. ● Teacher engages students in giving feedback to one another. 	<ul style="list-style-type: none"> ● Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. ● Feedback is sometimes given during guided practice and homework review. ● The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. ● Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> ● The quality and timeliness of feedback is inconsistent. ● Feedback is rarely given during guided practice and homework review. ● The teacher circulates during instructional activities, but monitors mostly behavior. ● Feedback from students is rarely used to monitor or adjust instruction.

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Grouping Students ⁸	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometime enhance student understanding and learning efficiency. Some students in groups know their roles, responsibilities, and group work expectations. Some students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.
Teacher Content Knowledge ⁹	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays adequate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.
Teacher Knowledge of Students ¹⁰	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices consistently incorporate student interests and cultural heritage. Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of most student anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.

INSTRUCTION (Continued)				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Thinking ¹¹	<p>The teacher thoroughly teaches three types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware 	<p>The teacher thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<p>The teacher attempts to teach one of the following types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints.
	Problem Solving ¹²	<p>The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas 	<p>The teacher implements activities that teach and reinforce 2 of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach and reinforce 1 of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing
Description of		Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning-Teacher Facilitates the Learning.	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.

PLANNING

PLANNING						
Exemplary (4)		Proficient (3)		Needs Improvement (2)	Unsatisfactory (1)	
Instructional Plans ¹³	Instructional plans include:	Instructional plans include:	Instructional plans include:	Instructional plans include:	Instructional plans include:	
	<ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure. evidence that plan is appropriate for the age, knowledge, and interests of all 	<ul style="list-style-type: none"> goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure. evidence that plan is appropriate for the age, knowledge, and interests of most learners. evidence that the plan provides some opportunities to accommodate individual 	<ul style="list-style-type: none"> some goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are sometimes aligned to state standards. are sometimes sequenced from basic to complex. sometimes build on prior student knowledge. sometimes provide appropriate time for student work, and lesson and unit closure. Some evidence that plan is appropriate for the age, knowledge, and interests of most learners. evidence that the plan provides some opportunities to accommodate individual 	<ul style="list-style-type: none"> few goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge inconsistently provide time for student work, and lesson and unit closure little evidence that the plan is appropriate for the age, knowledge, or interests of the learners. little evidence that the plan provides some opportunities to accommodate individual 		
	Assignments require students to:	Assignments require students to:	Assignments require students to:	Assignments require students to:	Assignments require students to:	Assignments require students to:
	<ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. draw conclusions, make generalizations, and produce arguments that are supported through extended writing. connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside 	<ul style="list-style-type: none"> interpret and analyze information rather than reproduce it. draw conclusions and support them through writing. connect what they are learning to prior learning and some life experiences. 	<ul style="list-style-type: none"> interpret information rather than reproduce it. Sometimes draw conclusions and support them through writing. Sometimes connect what they are learning to prior learning 	<ul style="list-style-type: none"> mostly reproduce information. rarely draw conclusions and support them through writing. rarely connect what they are learning to prior learning or life experiences. 		
Assessment Plans:	Assessment Plans:	Assessment Plans:	Assessment Plans:	Assessment Plans:	Assessment Plans:	
<ul style="list-style-type: none"> are consistently aligned with state content standards. have clear appropriate measurement criteria. measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). require extended written tasks. are portfolio-based with clear illustrations of student progress toward state content standards. include descriptions of how assessment results will be used 	<ul style="list-style-type: none"> are aligned with state content standards. have clear measurement criteria. measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). require written tasks. include performance checks throughout the school year. 	<ul style="list-style-type: none"> are sometimes aligned with state content standards. have measurement criteria. measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). require limited written tasks. include performance checks but may not be monitored consistently. 	<ul style="list-style-type: none"> are rarely aligned with state content standards. have ambiguous measurement criteria. measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). include performance checks, although the purpose of these checks is not clear. 			
Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning- Teacher Facilitates the Learning.	Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction- Minimal Evidence of Student Ownership of Learning.			
Assessment ¹⁵						
Description of						

ENVIRONMENT				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Expectations ¹⁶	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior ¹⁷	<ul style="list-style-type: none"> Students are consistently well-behaved, and on task. Teacher and students establish clear rules and expectations for learning and behavior. The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. 	<ul style="list-style-type: none"> Students are mostly well-behaved, and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson. The teacher attends to disruptions firmly and consistently with minimal interruption to instruction. 	<ul style="list-style-type: none"> Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson. The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off-task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher does not distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment ¹⁸	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all members and guests. is organized and understandable to all students and encourages student collaboration. supplies, equipment, and resources are easily and readily accessible for all students. displays student work that frequently changes. is consistently arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible for most students. displays student work. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes some members and guests. is organized and understandable to some students. supplies, equipment, and resources are accessible. displayed student work is not updated regularly. is sometimes arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> is somewhat cold and uninviting. is not well organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.

ENVIRONMENT (Continued)					
		Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Respectful Culture ¹⁹		<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out, and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies. Students exhibit respect for the teacher, and are often polite to each other. Teacher is often receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher, and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.
	Description of Qualifying	<ul style="list-style-type: none"> Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning. 	<ul style="list-style-type: none"> Some Evidence of Student Centered Learning/ Student Ownership of Learning-Teacher Facilitates the Learning. 	<ul style="list-style-type: none"> Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction. 	<ul style="list-style-type: none"> Heavy Emphasis on Teacher Direction- Minimal Evidence of Student Ownership of Learning.

Section 5: Participant Forms



APEC Fellows Participation Agreement

By signing this agreement, each APEC Fellow agrees to the following requirements of the APEC Program.

- I. Successfully complete all program requirements to receive the Master’s Degree in Divergent Learning, and/or alternative certification. The APEC program requirements include courses and experiences offered by Columbia College and professional development activities offered by the APEC Center. Program requirements also include successful completion of Praxis 2 certifying exams required for the certification area in which the Fellow is pursuing. In accordance with the policies outlined in the Columbia College Graduate Program Bulletin, APEC Fellows in the graduate program must maintain a 3.0 GPA which is required for graduation from the program. Fellows who earn less than a 3.0 GPA in any semester will be placed on academic probation and must improve to a 3.0 GPA by the end of the following consecutive semester (fall, spring, summer) in order to continue in good academic standing. Failure to adhere to this requirement may result in dismissal from the APEC Program. APEC Fellows who are placed on academic probation at the end of any semester will be ineligible for the APEC Center scholarship until good academic standing is restored. The graduate bulletin will be provided to you.
- II. APEC Fellows are expected to adhere to the requirements outlined in the APEC Field Experience Handbook and the employee contract and handbook required by the school district. APEC Fellows must receive Proficient ratings on the Professional Dispositions and Behaviors Rubric. Failure to demonstrate appropriate professional behaviors and dispositions can lead to a Support Form, which will outline the steps the Fellow must maintain in order to continue in the program. Failure to adhere to expectations for field experiences may result in dismissal from the APEC Program. Each APEC Fellow will receive a copy of the APEC Field Experience Handbook and should request a copy of the employee handbook for instructional assistants from their districts.
- III. In order to complete the APEC Program, Fellows must successfully complete the work-embedded teacher residency. The residency requires Fellows to demonstrate competency in instructional delivery, classroom management, professional dispositions, and instructional planning as described by the SCTS 4.0 Rubric. By end of the fall semester, all APEC Fellows are expected to demonstrate satisfactory progress toward proficiency by scoring at the

Acquiring level or higher on all domains of the SCTS 4.0 Rubric. Failure to demonstrate the expected level of performance on the SCTS 4.0 Rubric may lead to a Support Form. APEC Fellows must perform at the Proficient Level or higher in all domains of the SCTS 4.0 Rubric by the end of Field 2. Fellows who do not meet these requirements may lose the funding provided by the APEC Center for the following semester and until the proficient performance level is demonstrated.

- IV. Funding is provided by the APEC Center and the school district in which the Fellow is employed. This funding supports the tuition costs of pursuing a Columbia College degree. **As such, any Fellow who withdraws from the program or is dismissed due to behavioral, professional, and/or academic concerns will be required to reimburse the APEC Center and the school district for the funding provided.**
- V. All APEC Fellows are required to complete the required Praxis 2 exams for the area of certification they are pursuing. APEC Fellows are also required to complete a yearlong field experience in a classroom within the area of certification in which they are pursuing. The yearlong residency and successful completion of the Praxis 2 are requirements for the alternative certification and/or master's degree. Passing scores on the Praxis 2 exams are set by the SC State Department of Education. Please review and sign the Intent to Certify Form provided by the APEC Center.
- VI. APEC Fellows who require remediation to successfully complete field experience requirements and/or the Praxis 2 examinations may need to take additional courses at Columbia College. These courses may not be required by the Fellow's degree program but may be necessary for remediation. In the event remedial courses are required, the APEC Fellow may have to pay additional fees for such courses as they may be beyond the required coursework.
- VII. APEC Fellows must participate in the teacher residency in which Fellows are assigned as instructional assistants by the district. Fellows are expected to maintain regular work hours and perform all duties required of the instructional assistant position as stated in their district contracts/job description. Failure to maintain satisfactory employment with the school district can lead to dismissal from the APEC Program.
- VIII. APEC Fellows are encouraged to apply for financial aid to cover the expenses of the program. To ensure that APEC Fellows have funding to cover tuition required to complete their degree and/or alternative certification, refunds from financial aid will be applied to the Fellow's account to cover the cost for future semesters.
- IX. The APEC Program is offered in partnership between Columbia College and the school district. As such, APEC Center Staff may be required to communicate with the district's Human Resources Office regarding each Fellow's status and progress in the program as the district may provide employment once the Fellow completes the program. APEC Fellows grant the APEC Center permission to share and discuss with the district the Fellow's certifying exam scores, transcripts, progress in the program, and completion timeline.
- X. The SC State Department of Education application for certification will require a full background check prior to certification. At this time, participants are required to disclose any convictions that may or may not show up on a background check. Please provide a letter to the Center Director documenting any convictions or incidents that need to be disclosed.

- XI. Fellows will participate in the data collection process as described by the APEC Center evaluator. Data collection includes but is not limited to interviews, surveys, and teaching performance evaluations. Each fellow also agrees to allow the school district to share relevant data including employer evaluations with the APEC Center. The data collection is essential to ensuring that the APEC Center is able to appropriately evaluate its goals and objectives.

Print Name

Signature and Date

**APEC FELLOWS
INTENT TO CERTIFY FORM**

I, _____, have received a copy of the APEC Program Overview and understand that successful completion of the APEC Program is required in order for me to be verified for alternative certification. I intend to pursue alternative certification in _____ (area of certification interest). I understand that I am required to take the Praxis 2 and PLT exams that required for certification in my intended area. I understand that I am required to take _____ (Praxis 2 test name and code) and _____ (PLT test code). Passing scores on the Praxis 2 must be submitted in order to complete the APEC Program requirements. I also understand that I am required to complete a yearlong teacher residency in my intended certification area. My classroom placement will be made at the beginning of the academic year and cannot be changed without approval from the district and the Director of the APEC Center.

Print Name

Signature and Date

Columbia College Division of Education APEC Center Support Form

APEC Fellow:			
Degree Program:			
Faculty/Staff:		Date:	
Comment on the issue(s) and area(s) of concern by providing specific examples. Indicate which SCTS 4.0 domain(s) apply:			
Domains: Instruction <input type="checkbox"/> Environment <input type="checkbox"/> Planning <input type="checkbox"/> Professionalism <input type="checkbox"/>			
If Professionalism, indicate below the specific dispositions and behaviors that apply.			
<input checked="" type="checkbox"/>	Disposition 1: Professional Commitment—AF demonstrates the behaviors of a pre-service professional by		
<input type="checkbox"/>	a. maintaining established schedule (punctuality and attendance);		
<input type="checkbox"/>	b. being prompt and prepared with all assignments on time; (SCTS PS1)		
<input type="checkbox"/>	c. being appropriately dressed/groomed for the setting;		
<input type="checkbox"/>	d. upholding academic integrity as defined by professional standards (academic & code of conduct);		
<input type="checkbox"/>	e. demonstrates specific actions for professional growth by implementing constructive feedback from observations and conferences; and (SCTS PS6)		
<input type="checkbox"/>	f. using self-reflection of lesson effectiveness to impact future teaching. (SCTS PS5).		
<input type="checkbox"/>	Disposition 2: Commitment to Learner—AF demonstrates the behaviors of an advocate for students by		
<input type="checkbox"/>	a. utilizes student data to provide appropriate learning experiences for all students; (SCTS PS8)		
<input type="checkbox"/>	b. attempting to use new learning (knowledge/tech/strategies) in the classroom; (SCTS PS2)		
<input type="checkbox"/>	c. providing learning experiences and interactions that demonstrate an appreciation and understanding of diversity; and		
<input type="checkbox"/>	d. displaying enthusiasm for teaching and learning.		
<input type="checkbox"/>	Disposition 3: Effective Communication—AF demonstrates the behaviors of an effective communicator by		
<input type="checkbox"/>	a. being a thoughtful and responsive listener and observer;		
<input type="checkbox"/>	b. demonstrating clarity, fluency, and correct use of Standard English in both written and oral communication;		
<input type="checkbox"/>	c. providing appropriate and timely feedback to students using a variety of formats;		
<input type="checkbox"/>	d. displaying self-control and maturity in accepting constructive feedback; and		
<input type="checkbox"/>	e. demonstrating initiative in the classroom by asking appropriate questions to solve problems or achieve goals.		
<input type="checkbox"/>	Disposition 4: Collaboration—AF displays the behaviors of a collaborative professional by		
<input type="checkbox"/>	a. interacting with other professionals and/or students' family members in a way that respects their input;		
<input type="checkbox"/>	b. showing awareness of the school culture;		
<input type="checkbox"/>	c. assuming the responsibility for establishing collaborative relationships within the setting;		
<input type="checkbox"/>	d. contributing to the learning environment in a positive way;		
<input type="checkbox"/>	e. participating appropriately in discussion and decision making opportunities at the field site; and		
<input type="checkbox"/>	f. exhibiting a positive attitude toward supervision.		
<input type="checkbox"/>	Disposition 5: Leadership—AF displays the behaviors of a teacher leader by		
<input type="checkbox"/>	a. being committed to professional growth beyond the school site;		
<input type="checkbox"/>	b. accepting leadership responsibilities that contribute to a safe and orderly learning environment; (SCTS PS 10)		
<input type="checkbox"/>	c. actively supporting activities and events at the school site; (SCTS PS9)		
<input type="checkbox"/>	d. going beyond stated expectations of the experience.		
Is the Fellow aware of campus and district resources? Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/>			
Recommendations (must be completed no later than):			
Faculty/Staff Signature:		APEC Fellow Signature:	
Documentation for follow-up actions (date, action and signature) (to be completed by faculty/staff initiating Support Form)			



APEC Center Division of Education

Memo

To: All Columbia College Students who plan to take Field Experience I, Field Experience II, or Directed Teaching

From: Christine Bishop, Administrative Assistant

Re: Nametags

If you are enrolled to take any of the field experiences, you are required to wear a nametag. It is a designer-label, durable plastic name tag that you may wear proudly while representing the APEC Center at Columbia College in Professional Development Schools in Field Experience I, Field Experience II, or Student Teaching as a teacher candidate.

Your last name and first initial will appear on the nametag so that middle and high school students will not be tempted to use your first name.

(CIRCLE ONE or defaults to MS.)

Ms., Mrs., or Mr. First Initial _____ Last Name _____

E-mail Address

Telephone #

Date

Required Praxis and PLT Exams

Certification Area	Praxis 2 Exam	Passing Score	PLT Exam	Passing Score
Early Childhood	5024	160	5621	157
Elementary ELA	5002	157	5622	160
*Elementary Math	5003	157	5622	160
Elementary Social Studies	5004	155	5622	160
Elementary Science	5005	159	5622	160
SPED Multi- Category (K-12)	5543	158	5622	160
MDL Math	5169	165	5623	160
MDL ELA	5047	164	5623	160
MDL Science	5440	150	5623	160
MDL Social Studies	5089	155	5623	160
Secondary Math	5161	150	5624	157
Secondary English	5039	168	5624	157

*Please note that candidates pursuing elementary education must take the Praxis 2 exam with the four required subtests