OVERVIEW

The following materials are intended for teacher candidates, cooperating teachers, university supervisors/faculty, and district mentors. They provide a comprehensive orientation to the role that the South Carolina ADEPT (Assisting, Developing, and Evaluating Professional Teaching) system plays during the Senior Practicum (also known as the “Senior Block”) and during the clinical practice (Teaching Internship) undertaken by candidates pursuing initial certification through Furman University’s Teacher Education Program (hereafter referred to as the “Unit”). The ADEPT system is divided into ten “Performance Standards” (APSs), which are further divided into four “Domains” and thirty-four “Key Elements.” A detailed description of the ADEPT components is appended at the end of this document.

UNIT DESCRIPTION

The Unit prepares candidates for initial certification in the following areas: Elementary, Secondary (Biology, Chemistry, English, Physics, and Social Studies), K-12 Foreign Languages (French, Latin, and Spanish), and Music. Initial certifiers in all programs must meet the ADEPT standards for classroom-based teachers.

Initial elementary and secondary certifiers complete their program of preparation on the post-baccalaureate level by pursuing one of two clinical practice options:

1. Candidates participate in a fall-term internship with a cooperating teacher (with additional supervision and guidance provided by a university supervisor).

2. Candidates participate in a fall-term internship as part of an induction year of teaching in a local school district. In this option, teacher candidates serve as the teacher of record in their classrooms, with supervision and assistance provided by a school district mentor and a university supervisor.

Music candidates complete their program of preparation on the undergraduate level by completing the clinical practice with a cooperating teacher during the spring term of their senior year.

SENIOR PRACTICUM (“SENIOR BLOCK”)

During the spring term of the senior year, elementary and secondary/foreign language candidates return to their Early Experience placement schools to participate in a full-time practicum. As co-teachers during this practicum, elementary and secondary/foreign language candidates gradually assume all the teaching and administrative responsibilities of the cooperating teacher. These responsibilities last most of the term, typically 5-7 weeks. Additional seminars for candidates occur throughout the term in the late afternoon.

The Senior Practicum is not the same as, or an equivalent to, the Teaching Internship. Rather, it serves as an opportunity for candidates to demonstrate their readiness to proceed to the Teaching Internship, either as an induction teacher or as the co-teacher in the classroom of a cooperating teacher.

FORMATIVE AND SUMMATIVE ASSESSMENTS DURING THE SENIOR PRACTICUM

1. Types and Frequency

Formative assessments are ongoing reviews, observations, and/or evaluations that measure candidate performance in one or more of the APSs. Summative assessments are evaluations that are a summation of the candidate’s performance in all ten APSs.
University supervisors and cooperating teachers are expected to use a variety of informal and formal assessment strategies during the Senior Practicum to document the candidate’s performance in the ten APSs. For the sake of consistency, university supervisors and cooperating teachers should consider using (but are not required to use) the “Formative Observation & Feedback Form” and the “Summative Observation & Feedback Form” appended to this document. These forms are keyed to each of the APSs. (Note: Neither university supervisors nor cooperating teachers are required to use the “Narrative Addendum to Formative and Summative Evaluations of Teacher Candidates.”)

The only required summative assessment is a practice ADEPT evaluation at the end of the Senior Practicum using the “ADEPT Evaluation Form.” The university supervisor, cooperating teacher, and the teacher candidate should each complete a copy of this form. The parties noted above then meet for a three-way conference, during which they reach consensus on scores for each key element, each domain, and the overall judgment. Each party gets one “vote” in determining the candidate’s scores. All parties should use the “Rubric for ADEPT Evaluations” in completing the practice ADEPT evaluation. While it is not tied to the candidate’s grade, the purpose of this practice ADEPT evaluation is to:

- familiarize the candidate with the use of a key ADEPT assessment instrument;
- assist the university supervisor, cooperating teacher, and teacher candidate in identifying areas within the ten APSs where the candidate will need to show growth and improvement during the Teaching Internship;
- provide the university supervisor, cooperating teacher, and teacher candidate with data to help determine if the candidate is sufficiently prepared to accept an induction contract if he/she is offered one.

Table 1 below clarifies the use of assessments during the Senior Practicum.

**Table 1: Use of Assessments During the Senior Practicum**

<table>
<thead>
<tr>
<th></th>
<th>Formative and Summative Assessments</th>
<th>ADEPT Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Supervisor</strong></td>
<td>Completes a variety of assessments on a weekly or near-weekly basis; may use own forms or forms provided by Furman.</td>
<td>Participates in three-way practice ADEPT evaluation using the “ADEPT Evaluation Form.”</td>
</tr>
<tr>
<td><strong>Cooperating Teacher</strong></td>
<td>Completes a variety of assessments on a weekly or near-weekly basis; may use own forms or forms provided by Furman.</td>
<td>Participates in three-way practice ADEPT evaluation using the “ADEPT Evaluation Form.”</td>
</tr>
<tr>
<td><strong>Candidate</strong></td>
<td>N/A</td>
<td>Participates in three-way practice ADEPT evaluation using the “ADEPT Evaluation Form.”</td>
</tr>
</tbody>
</table>
2. **Feedback and Assistance**

University supervisors visit candidates weekly during the Senior Practicum. At the time of the visit, supervisors provide written and/or verbal feedback to the candidate. Cooperating teachers see the candidates on a daily basis, and can therefore provide continual feedback on the candidate’s classroom performance.

Candidates are expected to use data from the feedback provided by university supervisors and cooperating teachers to make improvements in their application of the APSs. The university supervisor and the cooperating teacher use data from their observations to assist the candidate in making improvements in their application of the APSs by:

1. focusing comments and supplemental observations on particular APS elements with which the candidate is having difficulty;
2. arranging (where appropriate) for the candidate to observe how master teachers apply APS elements;
3. modeling APS elements by teaching lessons themselves;
4. providing the candidate with information about an array of resources addressing APS elements;
5. eliciting help and suggestions from school administrators, including instructional coaches;
6. coordinating meetings among the candidate, university supervisor, and the cooperating teacher.

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**FORMATIVE ASSESSMENTS DURING THE TEACHING INTERNSHIP**

1. **Types and Frequency**

During the Teaching Internship, elementary and secondary/K-12 foreign language candidates receive a minimum of two formative assessments by the university supervisor and two formative assessments by either the district mentor (for candidates who are induction teachers) or the cooperating teacher (for all music candidates and for elementary and secondary/K-12 foreign language candidates who are not induction teachers).

Secondary candidates are also required to have supplemental content knowledge assessments (a minimum of two) performed by arts and science faculty during the Teaching Internship. This is an additional formative assessment of APS-6. A remediation procedure is specified for candidates who fail to meet this standard. **Table 2** below indicates when formative assessments occur during the Teaching Internship. *Unless otherwise noted, the dates for assessment visits will be unannounced.*

**Table 2: Use of Assessments During the Teaching Internship**

<table>
<thead>
<tr>
<th></th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
<th>ADEPT Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Supervisor</strong></td>
<td>Completes a minimum of one assessment before and after midterm</td>
<td>Completes a minimum of one assessment between the midterm and final formal ADEPT evaluation.</td>
<td>Participates in three-way midterm and final formal ADEPT evaluation.</td>
</tr>
<tr>
<td><strong>Cooperating Teacher/District Mentor</strong></td>
<td>Completes a minimum of one assessment before and after midterm</td>
<td>Completes a minimum of one assessment between the midterm and final formal ADEPT evaluation.</td>
<td>Participates in three-way midterm and final formal ADEPT evaluation.</td>
</tr>
<tr>
<td><strong>Candidate</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>Participates in three-way midterm and final formal ADEPT evaluation.</td>
</tr>
<tr>
<td><strong>Arts and Sciences Faculty Member</strong></td>
<td>Completes two content knowledge assessments (secondary candidates only)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
2. Feedback and Assistance

University supervisors and district mentors (where applicable) visit candidates every seven to ten days during the Teaching Internship. At the time of the visit, supervisors and district mentors provide written and/or verbal feedback to the candidate. This feedback might or might not include a formative assessment per se.

*There is a uniform instrument used for formative assessments ("Formative Observation and Feedback Form") that is keyed to all ten APSs and, where appropriate, cross-referenced to SPA standards.* Candidates receive a copy of all assessment instruments during the ADEPT orientation prior to the Teaching Internship.

On the Formative Observation and Feedback Form, the observer notes any demonstration of APS elements (including those that appear in the candidate’s plans) and completes a narrative section that contains the same questions listed on the SAFE-T observation protocol provided by the South Carolina State Department of Education. Candidates receive and sign a copy of formative assessments as soon as possible after observations. The observer is also asked to provide verbal feedback to the candidate as soon as possible, although this feedback sometimes occurs at a later date, depending on the scheduling logistics of the candidate and observer.

Secondary candidates are provided copies of their additional content knowledge evaluations by arts and sciences faculty after they are submitted to the appropriate university supervisor. A remediation procedure indicates how candidates can obtain assistance, if necessary.

Candidates are expected to use formative assessment data to make improvements in their application of the APSs. The university supervisor and the cooperating teacher/district mentor use formative assessment data to assist the candidate in making improvements in their application of the APSs by:

1. focusing comments and supplemental observations on particular APS elements with which the candidate is having difficulty;
2. arranging (where appropriate) for the candidate to observe how master teachers apply APS elements;
3. modeling APS elements by teaching lessons themselves;
4. providing the candidate with information about an array of resources addressing APS elements;
5. eliciting help and suggestions from school administrators, including instructional coaches;
6. coordinating meetings among the candidate, university supervisor, and the cooperating teacher/district mentor

**SUMMATIVE ASSESSMENTS AND FORMAL ADEPT EVALUATION DURING THE TEACHING INTERNSHIP**

1. Types and Frequency

During the Teaching Internship, elementary and secondary/K-12 foreign language candidates receive a minimum of one summative assessment by the university supervisor and one summative assessment by either the district mentor (for candidates who are induction teachers) or the cooperating teacher (for all music candidates and for elementary and secondary/K-12 foreign language candidates who are not induction teachers). *The Summative Observation and Feedback Form is used to conduct this assessment, which is distinct from the formal ADEPT evaluations.* The Summative Observation and Feedback Form is keyed to all ten APSs and, where appropriate, cross-referenced to SPA standards.
All candidates also participate in two consensus-based formal ADEPT evaluations. See Table 2 above for specification of when the ADEPT evaluations occur, and when the Summative Observation and Feedback Forms are used.

2. Feedback and Assistance

University supervisors and district mentors (where applicable) visit candidates every seven to ten days during the Teaching Internship. At the time of the visit, supervisors and mentors provide written and/or verbal feedback to the candidate. When the Summative Observation and Feedback Form is used, no immediate feedback is provided to the candidate; candidates receive and sign a copy of the Summative Observation and Feedback Form subsequent to the lesson that was observed.

On the Summative Observation and Feedback Form, the observer rates the candidate’s performance on each APS on a two-point scale: Standard Not Met (0) and Standard Met (1). The rubric for this form is the same as the one used for the practice and formal ADEPT evaluations, and establishes criteria for “met standard.” The observer also completes a narrative section on the Summative Observation and Feedback Form that contains the same questions listed on the SAFE-T observation protocol provided by the South Carolina State Department of Education.

Candidates are expected to use data from the Summative Observation and Feedback Form and their formal midterm ADEPT evaluation to make improvements in their application of the APSs. The university supervisor and the cooperating teacher/district mentor use data from the Summative Observation and Feedback Form and the formal midterm ADEPT evaluation to assist the candidate in making improvements in their application of the APSs by:

1. focusing comments and supplemental observations on particular APS elements with which the candidate is having difficulty;
2. arranging (where appropriate) for the candidate to observe how master teachers apply APS elements;
3. modeling APS elements by teaching lessons themselves;
4. providing the candidate with information about an array of resources addressing APS elements;
5. eliciting help and suggestions from school administrators, including instructional coaches;
6. coordinating meetings among the candidate, university supervisor, and the cooperating teacher/district mentor

3. Formal ADEPT Evaluation

The university supervisor, cooperating teacher/district mentor, and the candidate complete separate, formal ADEPT evaluations at the midterm and end of the Teaching Internship. They use the same rubric, which establishes criteria for “met standard.” The university supervisor and cooperating teacher/district mentor use the data from the Summative Observation and Feedback Form to assist them in completing their ADEPT evaluations. The parties noted above then meet for a three-way conference, during which they reach consensus on scores for each key element, each domain, and the overall judgment. Each party gets one “vote” in determining the candidate’s scores.
Table 3: Criteria for Formal ADEPT Evaluations

<table>
<thead>
<tr>
<th>Domain</th>
<th>Not Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1</td>
<td>9 or fewer key elements met</td>
<td>10-11 key elements met</td>
</tr>
<tr>
<td>Domain 2</td>
<td>10 or fewer key elements met</td>
<td>11-12 key elements met</td>
</tr>
<tr>
<td>Domain 3</td>
<td>4 or fewer key elements met</td>
<td>5-6 key elements met</td>
</tr>
<tr>
<td>Domain 4</td>
<td>3 or fewer key elements met</td>
<td>4-5 key elements met</td>
</tr>
</tbody>
</table>

CRITERIA FOR SUCCESSFUL COMPLETION OF THE TEACHING INTERNSHIP

Successful completion of the clinical practice requires that candidates achieve a “met” on all four domains, a “met” on all Performance Standards, and a “met” on the overall judgment on the final ADEPT evaluation. Candidates are advised to consult the syllabi for EDEP-670 or EDU-505 for all other requirements, including ADEPT-based reflections and an ADEPT portfolio.

Please note: The University Supervisor and the Cooperating Teacher (or District Mentor) must complete the Dispositions Assessment (a separate evaluation form) on each candidate no sooner than three weeks after the Midterm ADEPT Evaluation and no later than two weeks prior to the Final ADEPT Evaluation. In cases where the Cooperating Teacher or District Mentor and the University Supervisor disagree over a candidate’s Dispositions Assessment, the two parties will meet with the Department Chairperson prior to the Final ADEPT Evaluation for resolution of the matter. Candidates must receive “met standard” on all dispositions in order for successful completion of the teaching internship.

ADDITIONAL ADEPT-RELATED MATERIALS

During their Teaching Internship, candidates will be asked to familiarize themselves with additional materials related to the ADEPT system.

Professional Self-Assessment: High standards of teaching require professional educators to continually reflect on their performance in each of the APSs, and how this performance is affecting student learning and development.

Goals Based Evaluation Growth and Development Plan: High standards of teaching require professional educators to continually formulate goals and objectives that will enhance their growth, development, and ability to foster student learning.

Professional Performance Review: High standards of teaching require that the performance of professional educators be systematically evaluated by school administrators, district supervisors, and state officials.
APPENDIX 1

ADEPT Performance Standards for Classroom-Based Teachers

APS 1

Long-Range Planning

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

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.

The teacher begins the long-range planning process by gaining a thorough understanding of students’ prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher’s goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher’s goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.

In this context, an instructional unit is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher’s instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher’s units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.
The teacher develops appropriate processes for evaluating and recording students’ progress and achievement.

The teacher’s evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher’s evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher’s record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

The teacher plans appropriate procedures for managing the classroom.

The teacher’s rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher’s procedures for managing essential non-instructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2
Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making. In this context, the term instructional unit is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher’s objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher’s objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.
2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher’s instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students’ grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students’ prior performance (i.e., their behavior, progress, and achievement).

**APS 3**

**Planning Assessments and Using Data**

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning. In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

**KEY ELEMENTS**

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students’ progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.
3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students’ level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4
Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility. In this context, the term participation refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher’s expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher’s expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.
4.C **The teacher helps students assume responsibility for their own participation and learning.**

The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students’ previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

**APS 5**

**Using Instructional Strategies to Facilitate Learning**

An effective teacher promotes student learning through the effective use of appropriate instructional strategies. The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

**KEY ELEMENTS**

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A **The teacher uses appropriate instructional strategies.**

The teacher’s strategies are appropriate for the particular objectives and content and the particular students’ grade, developmental, and ability levels. The strategies build on the students’ interests and prior learning and are appropriate for the students’ stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher’s strategies promote higher levels of thinking and/or performance.

5.B **The teacher uses a variety of instructional strategies.**

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students’ ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher’s instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C **The teacher uses instructional strategies effectively.**

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.
APS 6
Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners. In this context, the term content refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

   The teacher provides content that is accurate and current. The teacher’s presentations, demonstrations, discussions, responses to students’ questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students’ content errors.

6.B The teacher provides appropriate content.

   The content of the teacher’s lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.

   The teacher’s instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7
Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students. In this context, the term monitoring refers to any methods the teacher uses during the lesson to collect information about his or her students’ understanding of the content. Assessing includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students’ performance and their progress toward meeting the learning objectives. Enhancing learning refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.
Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs during the actual lesson. In other words, the key elements of APS 7 occur “in flight.”

**KEY ELEMENTS**

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A **The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.**

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher’s questions are appropriate to the content, the activities, and the students. The teacher determines the students’ level of understanding of key concepts and skills by carefully observing/listening to and analyzing students’ verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B **The teacher enhances student learning by using information from informal and formal assessments to guide instruction.**

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students’ progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students’ learning and development through appropriate enrichment activities.

7.C **The teacher enhances student learning by providing appropriate instructional feedback to all students.**

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher’s feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students’ misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.
An effective teacher creates and maintains a classroom environment that encourages and supports student learning. In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

**KEY ELEMENTS**

This standard requires the teacher to demonstrate the following abilities and dispositions:

**8.A** The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher’s classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

**8.B** The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

**8.C** The teacher creates and maintains a culture of learning in his or her classroom.

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

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**APS 9**

**Managing the Classroom**

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.

**KEY ELEMENTS**

This standard requires the teacher to demonstrate the following abilities and dispositions:
9.A  The teacher manages student behavior appropriately.

The teacher’s behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.


The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C  The teacher manages essential non-instructional routines in an efficient manner.

It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10
Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A  The teacher is an advocate for the students.

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

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.

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).
10.C  The teacher is an effective communicator.

Both inside and outside the classroom, the teacher’s spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D  The teacher exhibits professional demeanor and behavior.

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators*. The teacher’s performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E  The teacher is an active learner.

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).
## APPENDIX 2
### Formative Observation & Feedback Form

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Furman Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Grade Level/Subject:</td>
</tr>
<tr>
<td>Observer:</td>
<td>Date: Time:</td>
</tr>
</tbody>
</table>

**Directions:** Check each item demonstrated by the candidate

### DOMAIN I PLANNING:

**APS 1: Long Range Planning**
- Obtains student information to identify learning needs and guide instruction
- Establishes standards-based learning and developmental goals
- Identifies/sequences units to promote learning goals
- Develops processes for evaluating/recording students’ progress
- Plans appropriate procedures for managing the classroom

**APS 2: Short Range Planning**
- Incorporates standards and objectives that facilitate achievement
- Selects appropriate content, strategies, materials, & resources
- Analyzes student performance and achievement to guide plans

**APS 3: Planning Assessments and Using Data**
- Develops/selects/administers a variety of assessments
- Assesses at appropriate intervals
- Systematically analyzes and uses data to guide instruction and assign grades or other indicators

### DOMAIN II INSTRUCTION:

**APS 4: Establishing High Expectations**
- Establishes, communicates, and maintains high expectations for student achievement
- Establishes, communicates, and maintains high expectations for student performance and participation
- Helps students assume responsibility for own participation and learning

**APS 5: Using Instructional Strategies to Facilitate Learning**
- Uses appropriate instructional strategies
- Uses a variety of instructional strategies
- Uses instructional strategies effectively

**APS 6: Providing Content for Learners**
- Demonstrates a thorough command of subject matter
- Provides appropriate content
- Structures content to promote meaningful learning

**APS 7: Monitoring, Assessing, and Enhancing Learning**
- Continually monitors student learning using a variety of strategies
- Uses information from assessments to guide instruction
- Provides appropriate instructional feedback to enhance learning

### DOMAIN III ENVIRONMENT:

**APS 8: Promotes Learning**
- Creates/maintains a physical environment conducive to learning
- Creates/maintains a positive affective climate
- Creates/maintains a culture of learning in the classroom

**APS 9: Classroom Management**
- Manages student behavior appropriately
- Maximizes use of instructional time
- Manages essential non-instructional routines effectively

### DOMAIN IV PROFESSIONALISM:

**APS 10: Professional Responsibilities**
- Is an advocate for students
- Works to achieve overall school goals
- Communicates effectively
- Exhibits professional demeanor and behavior
- Is an active learner

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<table>
<thead>
<tr>
<th>Observation Evidence, Strengths, Comments, Recommendations:</th>
</tr>
</thead>
</table>

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**Candidate’s Signature**

**Observer’s Signature**

**Date**
## APPENDIX 3
### Summative Observation & Feedback Form

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Furman Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td>School:</td>
<td>Grade Level/Subject:</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Observer:</td>
<td>Date: Time:</td>
</tr>
</tbody>
</table>

**Directions:** Score each APS: (0) Standard Not Met or (1) Standard Met

### DOMAIN I PLANNING:

**APS 1: Long Range Planning [☐]**
- Obtains student information to identify learning needs and guide instruction
- Establishes standards-based learning and developmental goals
- Identifies and sequences units to promote learning goals
- Develops processes for evaluating/recording students’ progress
- Plans appropriate procedures for managing the classroom

**APS 2: Short Range Planning [☐]**
- Incorporates standards and objectives that facilitate achievement
- Selects appropriate content, strategies, materials, & resources
- Analyzes student performance and achievement to guide plans

**APS 3: Planning Assessments and Using Data [☐]**
- Develops/selects/administers a variety of assessments
- Assesses at appropriate intervals
- Systematically analyzes and uses data to guide instruction and assign grades or other indicators

### DOMAIN II INSTRUCTION:

**APS 4: Establishing High Expectations [☐]**
- Establishes, communicates, and maintains high expectations for student achievement
- Establishes, communicates, and maintains high expectations for student performance and participation
- Helps students assume responsibility for own participation and learning

**APS 5: Using Instructional Strategies to Facilitate Learning [☐]**
- Uses appropriate instructional strategies
- Uses a variety of instructional strategies
- Uses instructional strategies effectively

**APS 6: Providing Content for Learners [☐]**
- Demonstrates a thorough command of subject matter
- Provides appropriate content
- Structures content to promote meaningful learning

**APS 7: Monitoring, Assessing, and Enhancing Learning [☐]**
- Continually monitors student learning using a variety of strategies
- Uses information from assessments to guide instruction
- Provides appropriate instructional feedback to enhance learning

### DOMAIN III ENVIRONMENT:

**APS 8: Promotes Learning [☐]**
- Creates/maintains a physical environment conducive to learning
- Creates/maintains a positive affective climate
- Creates/maintains a culture of learning in the classroom

**APS 9: Classroom Management [☐]**
- Manages student behavior appropriately
- Maximizes use of instructional time
- Manages essential non-instructional routines effectively

### DOMAIN IV PROFESSIONALISM:

**APS 10: Professional Responsibilities [☐]**
- Is an advocate for students
- Works to achieve overall school goals
- Communicates effectively
- Exhibits professional demeanor and behavior
- Is an active learner

**Candidate’s Signature:**

**Observer’s Signature:**

**Date:**
APPENDIX 4  
Narrative Addendum to Formative and Summative Evaluations of Teacher Candidates

<table>
<thead>
<tr>
<th>Teacher Candidate’s Name:</th>
<th>Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Subject Area:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**APS 4**

A. *What did the teacher expect the students to learn from the lesson?*

B. *In what ways did the students demonstrate that they understood what the teacher expected for them to learn?*

C. *What did the teacher expect the students to do during and after the lesson?*

D. *In what ways did the students demonstrate that they understood what the teacher expected them to do?*

E. *How did the teacher help the students relate to the learning?*

F. *In what ways did the students demonstrate that they understood the relevance and/or importance of the learning?*

**APS 5**

A. *What instructional strategies did the teacher use during the lesson?*

B. *In what ways did the teacher vary the instructional strategies during the lesson, and why?*

C. *What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?*
## APS 6

**A.** What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content?

**B.** What was the content of the lesson?

**C.** How did the teacher explain and/or demonstrate the content to the students, and how effective were the explanations/demonstrations?

## APS 7

**A.** In what ways—and how effectively—did the teacher monitor student learning during the lesson?

**B.** In what ways—and how effectively—did the teacher make adjustments to accommodate the learning needs of the students?

**C.** What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?

## APS 8

**A.** What was the physical environment of the classroom like?

**B.** What type of affective climate did the teacher establish for the students?

**C.** What type of learning climate did the teacher establish for the students?
<table>
<thead>
<tr>
<th>Q</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>What were the teacher’s expectations for student behavior?</td>
</tr>
<tr>
<td>B</td>
<td>In what ways did the students demonstrate that they understood the ways in which they were expected to behave?</td>
</tr>
<tr>
<td>C</td>
<td>In what ways did the teacher maximize—or fail to maximize—instructional time?</td>
</tr>
<tr>
<td>D</td>
<td>What types of instructional materials, resources, and/or technologies were used during the lesson, and how did the teacher manage them?</td>
</tr>
</tbody>
</table>

**Additional Comments:**