



ADEPT Connections For Mentors

South Carolina Department of Education
Division of School Effectiveness

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ADEPT Connections for Mentors



INTRODUCTION

The ADEPT Connections for Mentors (ACM) Matrix is designed to connect concepts to practice! Now, mentors, administrators, IHE faculty, and cooperating teachers can easily find practical suggestions for assisting and supporting beginning teachers and teacher candidates.

The ACM Matrix is organized according to the 34 key elements of the ADEPT Performance Standards (APSs) for

Classroom-Based Teachers. Notice, however, that the key elements for APSs 2 and 3 do not appear in sequential order in the Matrix. Instead, the order of the key elements reflects the logical flow of planning, assessing, and then using data to inform future planning. Real world!

Each of the key elements is described in terms of performance expectations that include prompts to help guide conversations with beginning teachers.

Not only do these prompts provide a natural segue to the SAFE-T teacher templates (TTs), but, more importantly, they focus on the essential components of effective teaching practices.

The mentoring opportunities are samples of practical activities and discussions that can further guide the beginning teacher. Feel free to build on these suggestions. Good luck—and thanks!

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ACM Matrix

DOMAIN I: PLANNING		APS 1: LONG-RANGE PLANNING
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.		
Performance Expectations		Mentoring Opportunities
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ identifies appropriate, accurate, and relevant student information <i>[TT1 Prompt: Describe the student information that you feel will have the most impact on the way you plan and deliver instruction.];</i> ◆ gives a sound explanation of the relevance of the student information to student learning <i>[TT1 Prompt: Why do you feel that this student information is of primary importance?];</i> and ◆ shows insight into the use of the student information to guide long- and short-range planning <i>[TT1 Prompt: How did and will you use this student information to guide the development of your long- and short-range plans?].</i> 		<ul style="list-style-type: none"> ◆ Talk with the beginning teacher about various types of student information that are available. ◆ Discuss the types of student information that have the most impact on student learning in the particular content area, and why. ◆ Help the beginning teacher learn how and where to locate various types of information. For example, meet in school records room to review student records or demonstrate accessing student records through online database. ◆ Make certain the beginning teacher is able to obtain student information that is not already available. For example, student interests can be determined through a variety of methods such as surveys/inventories, interviews, observations, and the like. ◆ Talk about ways the student information can be used to inform planning and instruction. ◆ Refer to SAFE-T Teacher Template 1 (TT1): <i>Long-Range Plan</i>. Discuss Section I: Student Information.

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ACM Matrix

DOMAIN I: PLANNING		APS 1: LONG-RANGE PLANNING
1.B: The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.		
Performance Expectations		Mentoring Opportunities
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ identifies long-range goals that are accurate and appropriate [<i>TT1 Prompt: Describe the long-range learning/developmental goals that you have established for your students in the course.</i>]; and ◆ provides a sound explanation to support conclusions regarding the most important goals for <u>all</u> students to achieve [<i>TT1 Prompt: Of the long-range learning/developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?</i>]. 		<ul style="list-style-type: none"> ◆ Discuss the applicable South Carolina academic standards and/or developmental standards. Where do each of these standards fall in terms of Bloom’s Taxonomy (revised)? ◆ Refer to SAFE-T Teacher Template 1 (TT1): <i>Long-Range Plan</i>. Discuss Section II: Long-Range Learning and/or Developmental Goals.

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DOMAIN I: PLANNING		APS 1: LONG-RANGE PLANNING
1.C: The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.		
Performance Expectations		Mentoring Opportunities
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ identifies units that are appropriate to the context [<i>TT1 Prompt: Describe the instructional units, in sequence, for this course.</i>]; and ◆ presents a sound explanation for the unit sequence and time line [<i>TT1 Prompt: How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?</i>]. 		<ul style="list-style-type: none"> ◆ Discuss the operational definition of an <i>instructional unit</i>. ◆ Provide examples of instructional units relative to the beginning teacher’s content area or grade level. ◆ Discuss some of the principles of curriculum development and alignment. ◆ Refer to SAFE-T Teacher Template 1 (TT1): <i>Long-Range Plan</i>. Discuss Section III: Instructional Units.

ACM Matrix

DOMAIN I: PLANNING		APS 1: LONG-RANGE PLANNING
1.D: The teacher develops appropriate processes for evaluating and recording students' progress and achievement.		
Performance Expectations	Mentoring Opportunities	
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ describes appropriate procedures for assessing, scoring, and weighting assessments [<i>TT1 Prompt: Describe how you will explain to the students/parents the primary ways in which overall progress and achievement will be assessed, scored, weighted, and reported for this course.</i>]; ◆ presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement [<i>TT1 Prompt: How did you determine that your major assessments are appropriate for evaluating student progress and achievement?</i>]; and ◆ presents a sound explanation of the methods for communicating the assessment information to students and their parents [<i>TT1 Prompt: How did you determine that your reporting of progress and achievement is understood by students/parents?</i>]. 	<ul style="list-style-type: none"> ◆ Discuss the similarities and differences between <i>formative assessment</i> and <i>summative evaluation</i>. ◆ Discuss the relationship among <i>standards, evaluation, and instruction</i>. ◆ Discuss the relevant issues regarding test selection/development. ◆ Discuss principles related to test administration, scoring, and analysis. ◆ Discuss evaluation criteria (e.g., How will the course grades be determined? What does a student need to do to get an “A?”). ◆ Discuss ways in which students’ overall progress and achievement can be determined. ◆ Discuss record keeping (organization, ethics, technology). ◆ Refer to SAFE-T Teacher Template 1 (TT1): <i>Long-Range Plan</i>. Discuss Section IV: Assessment of Student Performance. 	

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ACM Matrix

DOMAIN I: PLANNING		APS 1: LONG-RANGE PLANNING
1.E: The teacher plans appropriate procedures for managing the classroom.		
Performance Expectations	Mentoring Opportunities	
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines <i>[TT1 Prompt: Describe how you will communicate to the students and their parents your expectations for student behavior in the classroom.];</i> and ◆ presents a sound explanation of the most important considerations for maximizing instructional time <i>[TT1 Prompt: What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?].</i> 	<ul style="list-style-type: none"> ◆ Talk about various types of instructional and noninstructional routines. ◆ Discuss procedures for reinforcing appropriate student behaviors. ◆ Discuss how to distinguish student <i>misbehaviors</i> from <i>disruptive behaviors</i>. ◆ Discuss procedures for minimizing and addressing student misbehaviors. ◆ Discuss procedures for minimizing and addressing disruptive behaviors. ◆ Refer to SAFE-T Teacher Template 1 (TT1): <i>Long-Range Plan</i>. Discuss Section V: Classroom Management. 	

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ACM Matrix

DOMAIN I: PLANNING		APS 2: SHORT-RANGE PLANNING OF INSTRUCTION APS 3: PLANNING ASSESSMENTS AND USING DATA
2.A: The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.		
Performance Expectations		Mentoring Opportunities
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ identifies a maximum of five appropriate unit objectives <i>[TT2 Prompt: Describe the major objectives of the unit.];</i> and ◆ gives a sound explanation of the relevance of these objectives to student learning needs and interests <i>[TT2 Prompt: How did you craft these objectives so that the students understand both the objectives and their relevance?]</i> . 		<ul style="list-style-type: none"> ◆ Help the teacher identify the major unit objectives (see key element 1.C above). ◆ Help the teacher connect the unit objectives to the relevant academic/developmental standards. ◆ Discuss the relationship between unit objectives and student outcomes. ◆ Help the teacher link the unit objectives to previous and future learning objectives. ◆ Refer to SAFE-T Teacher Template 2 (TT2): <i>Unit Work Sample</i>. Discuss Section I: Major Unit Objectives.

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ACM Matrix

DOMAIN I: PLANNING		APS 2: SHORT-RANGE PLANNING OF INSTRUCTION APS 3: PLANNING ASSESSMENTS AND USING DATA
2.B: The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.		
Performance Expectations		Mentoring Opportunities
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ presents an appropriate, logically sequenced instructional plan for the unit [<i>TT2 Prompt: Describe your instructional plan—that is, the sequence of steps that you need to follow if your students are to achieve the unit objectives—including the <u>key</u> activities or strategies and resources such as materials and technology.</i>]; and ◆ provides a sound explanation of factors that must be considered in balancing grade-level standards/expectations and individual students’ needs, abilities, and developmental levels [<i>TT2 Prompt: How does this instructional plan establish a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual students?</i>]. 		<ul style="list-style-type: none"> ◆ Discuss various sources of content. ◆ Help the teacher determine appropriate instructional strategies. ◆ Determine student learning differences that should be taken into consideration. ◆ Help the teacher tie the content to real-life contexts. ◆ Discuss ways in which technology should and can be integrated into the instruction/learning. ◆ Refer to SAFE-T Teacher Template 2 (TT2): <i>Unit Work Sample</i>. Discuss Section II: Unit Plan.

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DOMAIN I: PLANNING		APS 2: SHORT-RANGE PLANNING OF INSTRUCTION APS 3: PLANNING ASSESSMENTS AND USING DATA
3.A: The teacher develops/selects and administers a variety of appropriate assessments.		
Performance Expectations		Mentoring Opportunities
<p>The teacher . . .</p> <ul style="list-style-type: none"> ◆ develops and/or selects appropriate key unit assessments [TT2 Prompt: <i>List the key unit assessments. Include a copy of each teacher-made assessment.</i>]; and ◆ presents sound evidence that these assessments are valid and reliable for all students [TT2 Prompt: <i>How did you determine that your unit assessments are valid and reliable for all students?</i>]. 		<ul style="list-style-type: none"> ◆ Help the teacher align the assessments with the objectives and cognitive processes. ◆ Help the teacher analyze the assessments in terms of their <i>validity</i> and <i>reliability</i>. ◆ Help the teacher determine the need for special accommodations. ◆ Refer to SAFE-T Teacher Template 2 (TT2): <i>Unit Work Sample</i>. Discuss Section III: Unit Assessments.

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DOMAIN I: PLANNING		APS 2: SHORT-RANGE PLANNING OF INSTRUCTION	
		APS 3: PLANNING ASSESSMENTS AND USING DATA	
3.B: At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher appropriately analyzes the assessment data for <i>formative</i> purposes in order to determine. . .</p> <ul style="list-style-type: none"> ◆ individual students’ strengths and weaknesses [<i>TT2 Prompt: How did you analyze your assessment data for formative purposes in order to increase your understanding of individual students’ strengths and weaknesses?</i>]; and ◆ specific aspects of instruction that need to be modified [<i>TT2 Prompt: How did you analyze your assessment data for formative purposes in order to determine specific aspects of instruction that need to be modified?</i>]. 		<ul style="list-style-type: none"> ◆ Help the teacher determine the appropriate way(s) of obtaining baseline data. ◆ Help the teacher analyze student progress (pre/post data). ◆ Assist the teacher in using data to develop and modify instructional plans. ◆ Refer to SAFE-T Teacher Template 2 (TT2): <i>Unit Work Sample</i>. Discuss Section IV: Analysis of Student Performance. 	

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DOMAIN I: PLANNING		APS 2: SHORT-RANGE PLANNING OF INSTRUCTION APS 3: PLANNING ASSESSMENTS AND USING DATA	
2.C: The teacher routinely uses student performance data to guide short-range planning of instruction.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher . . .</p> <ul style="list-style-type: none"> ◆ makes appropriate determinations regarding the need to make adjustments to the instructional plans [<i>TT2 Prompt: Did you need to adjust your unit plan, or do you foresee the need to make adjustments to future unit plans for these students</i>]; and ◆ presents a solid rationale for making these determinations [<i>TT2 Prompt: Why or why not?</i>]. 		<ul style="list-style-type: none"> ◆ Help the teacher collect, analyze, and aggregate student data. ◆ Help the teacher use the student data to inform planning. ◆ Refer to SAFE-T Teacher Template 2 (TT2): <i>Unit Work Sample</i>. Discuss Section V: Formative Assessment. 	

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DOMAIN I: PLANNING		APS 2: SHORT-RANGE PLANNING OF INSTRUCTION APS 3: PLANNING ASSESSMENTS AND USING DATA
3.C: The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.		
Performance Expectations		Mentoring Opportunities
<p>The teacher establishes <i>summative</i> evaluation criteria that . . .</p> <ul style="list-style-type: none"> ◆ align with the unit objectives, the unit assessments, and the ability levels of the students [<i>TT2 How do your summative evaluation criteria align with the unit objectives, the unit assessments, and the ability levels of the students?</i>]; and ◆ accurately reflect student progress and achievement. <p>[<i>TT2 Prompt: How did you determine the relationship between student performance data and the grades—or other performance indicators—that you assigned to the students?</i>]</p>		<ul style="list-style-type: none"> ◆ Help the teacher establish criteria for determining progress and achievement. ◆ Help the teacher determine appropriate assessment weightings. ◆ Help the teacher establish a record keeping system. ◆ Refer to SAFE-T Teacher Template 2 (TT2): <i>Unit Work Sample</i>. Discuss Section VI: Summative Feedback.

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DOMAIN II: INSTRUCTION		APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS	
4.A: The teacher establishes, communicates, and maintains high expectations for student achievement.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher determines and effectively communicates. . .</p> <ul style="list-style-type: none"> ◆ what the students are expected to know and be able to do; and ◆ the overall purpose and relevance of the lesson. 		<ul style="list-style-type: none"> ◆ Discuss ways of establishing appropriate expectations for what students are to learn relative to each lesson. ◆ Discuss ways of effectively communicating these expectations to the students. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #1) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>What were the objectives of this lesson?</i> ▫ <i>How well do you think your students understood the overall purpose and relevance of the lesson?</i> 	

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ACM Matrix

DOMAIN II: INSTRUCTION		APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS	
4.B: The teacher establishes, communicates, and maintains high expectations for student participation.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher determines and effectively communicates. . .</p> <ul style="list-style-type: none"> ◆ appropriate expectations for student participation during the lesson; and ◆ appropriate expectations for accomplishing related assignments and tasks. 		<ul style="list-style-type: none"> ◆ Discuss ways of determining appropriate expectations for student participation. ◆ Discuss ways of effectively communicating these expectations to the students. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #1) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>What were the objectives of this lesson?</i> ▫ <i>How well do you think your students understood the overall purpose and relevance of the lesson?</i> 	

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DOMAIN II: INSTRUCTION		APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS	
4.C: The teacher helps students assume responsibility for their own participation and learning.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ encourages students to develop the initiative to become active agents in their own learning; and ◆ assists the students in developing strategies to compensate for their weaknesses when it is necessary. 		<ul style="list-style-type: none"> ◆ Discuss ways of making learning relevant to the students. ◆ Discuss ways of encouraging student initiative and follow-through. ◆ Discuss ways to assist students in engaging in self-assessment and reflection, as appropriate. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #1) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>What were the objectives of this lesson?</i> ▫ <i>How well do you think your students understood the overall purpose and relevance of the lesson?</i> ▫ <i>Describe your students in terms of their progress toward becoming independent learners.</i> 	

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DOMAIN II: INSTRUCTION		APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING	
5.A: The teacher uses appropriate instructional strategies.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher uses instructional strategies that are. . .</p> <ul style="list-style-type: none"> ◆ appropriate for the content; and ◆ appropriate for the students. 	<ul style="list-style-type: none"> ◆ Discuss strategies that are appropriate for the content. ◆ Discuss strategies that are appropriate for the students. ◆ Discuss strategies that are appropriate for the levels of learning. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #2) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged?</i> 		

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ACM Matrix

DOMAIN II: INSTRUCTION		APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING	
5.B: The teacher uses a variety of instructional strategies.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher uses a variety of instructional strategies (that is, the teacher does not always rely on the same instructional strategy or strategies for every lesson) to . . .</p> <ul style="list-style-type: none"> ◆ convey information; and ◆ involve and engage the students. 		<ul style="list-style-type: none"> ◆ Discuss various types of strategies. What are different ways to effectively teach the same content? ◆ Discuss various types of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #2) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged?</i> 	

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ACM Matrix

DOMAIN II: INSTRUCTION		APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING	
5.C: The teacher uses instructional strategies effectively.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher’s effective use of instructional strategies results in . . .</p> <ul style="list-style-type: none"> ◆ meaningful student learning; and ◆ opportunities for all students to be engaged in the learning and to experience success. 		<ul style="list-style-type: none"> ◆ Discuss ways of enhancing student engagement. ◆ Discuss ways of creating opportunities for student success. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #2) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged?</i> 	

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ACM Matrix

DOMAIN II: INSTRUCTION		APS 6: PROVIDING CONTENT FOR LEARNERS
6.A: The teacher demonstrates a thorough command of the discipline that he or she teaches.		
Performance Expectations		Mentoring Opportunities
The teacher. . . <ul style="list-style-type: none">◆ provides content that is accurate and current;◆ identifies and explains/demonstrates conceptual relationships and/or procedural steps; and◆ identifies and corrects students' content errors.	<ul style="list-style-type: none">◆ Talk with the beginning teacher about the subject matter, conceptual relationships, and procedural steps.◆ Discuss the importance of recognizing and ways of correcting student errors.◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #3) to help guide your discussion.<ul style="list-style-type: none">▫ <i>How did you ensure that the content of the lesson was accurate and current?</i>	

ACM Matrix

DOMAIN II: INSTRUCTION		APS 6: PROVIDING CONTENT FOR LEARNERS
6.B: The teacher provides appropriate content.		
Performance Expectations	Mentoring Opportunities	
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ provides content that is appropriate to the learning; ◆ provides content that is appropriate to the learners; and ◆ when possible, provides content that expands students' perspectives. 	<ul style="list-style-type: none"> ◆ Discuss the relationship between the content and the applicable standards. ◆ Discuss the relationship between the content and the students. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #3) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>How did you ensure that the content of the lesson was appropriate for the learning standards and instructional unit?</i> ▫ <i>How did you ensure that the content was appropriate for the students?</i> 	

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ACM Matrix

DOMAIN II: INSTRUCTION		APS 6: PROVIDING CONTENT FOR LEARNERS
6.C: The teacher structures the content to promote meaningful learning.		
Performance Expectations		Mentoring Opportunities
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ organizes the content in a logical sequence; ◆ makes the content relevant, meaningful, and applicable to the students; ◆ promotes higher levels of knowledge and cognitive processing; and ◆ identifies and addresses problems that students may exhibit in terms of mastering the content. 	<ul style="list-style-type: none"> ◆ Discuss ways of determining/identifying the key concepts. ◆ Discuss ways of structuring/organizing the content. ◆ Discuss ways of clarifying content for the students. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #3) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>How effectively did you organize the content of the lesson?</i> 	

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DOMAIN II: INSTRUCTION		APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING
7.A: The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.		
Performance Expectations	Mentoring Opportunities	
<p>The teacher maintains a constant awareness of student learning by. . .</p> <ul style="list-style-type: none"> ◆ engaging the students in activities such as discussions, projects, performances, assignments, and quizzes; ◆ using effective questioning techniques; and ◆ observing/listening to and analyzing students’ verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products. 	<ul style="list-style-type: none"> ◆ Discuss different types of formal and informal assessment strategies that can be used during instruction. ◆ Discuss various active engagement techniques. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #4) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>How did you assess student learning during the lesson? What were the results?</i> 	

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DOMAIN II: INSTRUCTION		APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING	
7.B: The teacher enhances student learning by using information from informal and formal assessments to guide instruction.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ makes appropriate decisions regarding the need to make adjustments during the lesson; and ◆ effectively implements any needed adjustments. 		<ul style="list-style-type: none"> ◆ Discuss strategies for adjusting the lesson, based on student needs. ◆ Discuss types of enrichment activities that can be provided to students, as needed. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #5) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>Did you make any adjustments during the lesson? Why or why not?</i> 	

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DOMAIN II: INSTRUCTION		APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING	
7.C: The teacher enhances student learning by providing appropriate instructional feedback to all students.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ provides feedback to students throughout the lesson; ◆ provides feedback to students on all significant student work; and ◆ provides feedback that is accurate, constructive, substantive, specific, and timely. 		<ul style="list-style-type: none"> ◆ Discuss various types of feedback that can be provided to students. ◆ Discuss the characteristics of effective feedback. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #6) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>What types of feedback did or will you provide to the students regarding their performance, and why?</i> 	

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DOMAIN III: ENVIRONMENT		APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING	
8.A: The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher creates and maintains a physical environment that. . .</p> <ul style="list-style-type: none"> ◆ is safe; and ◆ is conducive to learning. 	<ul style="list-style-type: none"> ◆ Discuss classroom safety as it applies to the beginning teacher’s classroom and other areas for which the teacher is responsible. ◆ Discuss various classroom arrangements. ◆ Discuss appropriate types of classroom displays. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #7) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively?</i> 		

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DOMAIN III: ENVIRONMENT		APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING
8.B: The teacher creates and maintains a positive affective climate in his or her classroom.		
Performance Expectations		Mentoring Opportunities
The teacher. . . <ul style="list-style-type: none">◆ displays confidence and enthusiasm; and◆ maintains positive and respectful relationships with the students.	<ul style="list-style-type: none">◆ Discuss some of the characteristics of a positive classroom climate.◆ Discuss ways of creating and maintaining a positive climate.◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #7) to help guide your discussion.<ul style="list-style-type: none">▫ <i>In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively?</i>	

ADEPT Connections for Mentors

ACM Matrix

DOMAIN III: ENVIRONMENT		APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING	
8.C: The teacher creates and maintains a culture of learning in his or her classroom.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher. . .</p> <ul style="list-style-type: none"> ◆ creates a culture of learning by being an active learner; and ◆ works to ensure that every student feels a sense of belonging in the classroom. 		<ul style="list-style-type: none"> ◆ Discuss what is meant by a <i>culture of learning</i>. ◆ Discuss the importance of modeling a <i>culture of learning</i> for the students. ◆ Discuss ways of promoting student collaboration and inclusion. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #7) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively?</i> 	

ACM Matrix

DOMAIN III: ENVIRONMENT		APS 9: MANAGING THE CLASSROOM
9.A: The teacher manages student behavior appropriately.		
Performance Expectations	Mentoring Opportunities	
<p>The teacher</p> <ul style="list-style-type: none"> ◆ establishes and communicates appropriate behavioral rules and consequences; ◆ maintains a constant awareness of events and activities in the classroom; ◆ uses effective preventive discipline techniques; and ◆ handles disruptions in an appropriate and timely manner. 	<ul style="list-style-type: none"> ◆ Discuss different types of student behaviors. ◆ During a lesson, certain types of student misbehaviors can—and sometimes even should—be ignored. However, disruptive behavior should never be ignored. <ul style="list-style-type: none"> ▫ Why? ▫ How can you tell the difference? ▫ How can the teacher follow up on misbehavior after the lesson? Discuss the importance of noting how often and determining why the misbehavior is occurring. ▫ How can the teacher handle disruptions and minimize the chances that they will reoccur? ◆ Help the teacher develop an appropriate and effective management plan. ◆ Talk about decision-making skills. What types of skills are needed? ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #7) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively?</i> 	

ACM Matrix

DOMAIN III: ENVIRONMENT		APS 9: MANAGING THE CLASSROOM
9.B: The teacher makes maximal use of instructional time.		
Performance Expectations	Mentoring Opportunities	
<p>The teacher</p> <ul style="list-style-type: none"> ◆ ensures that the students are engaged in meaningful academic learning throughout the instructional period; and ◆ organizes the classroom in a manner that promotes a smooth flow of activity. 	<ul style="list-style-type: none"> ◆ Discuss ways of promoting student engagement throughout the <i>entire</i> instructional period. ◆ Discuss ways of organizing materials and equipment. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #7) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively?</i> 	

ADEPT Connections for Mentors

ACM Matrix

DOMAIN III: ENVIRONMENT		APS 9: MANAGING THE CLASSROOM
9.C: The teacher manages essential noninstructional routines in an efficient manner.		
Performance Expectations	Mentoring Opportunities	
<p>The teacher</p> <ul style="list-style-type: none"> ◆ promotes the smooth flow of noninstructional routines; and ◆ manages transitions between activities or classes in an efficient and orderly manner. 	<ul style="list-style-type: none"> ◆ Discuss the types of noninstructional routines that are likely to impact the beginning teacher. ◆ Discuss rules and procedures for various types of instructional routines. ◆ Discuss ways of effectively managing transitions between activities and classes. ◆ Following an observation of a lesson, meet with the beginning teacher. Use the prompts in SAFE-T Teacher Template 3 (TT3): <i>Reflection on Instruction and Student Learning</i> (Item #7) to help guide your discussion. <ul style="list-style-type: none"> ▫ <i>In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively?</i> 	

ADEPT Connections for Mentors

ACM Matrix

DOMAIN IV: PROFESSIONALISM		APS 10: FULFILLING PROFESSIONAL RESPONSIBILITIES
10.A: The teacher advocates for the students.		
Performance Expectations		Mentoring Opportunities
<p>The teacher</p> <ul style="list-style-type: none"> ◆ works effectively with colleagues to help determine and meet individual student needs; and ◆ establishes appropriate professional relationships with others outside of the school to support the well-being of students. 	<ul style="list-style-type: none"> ◆ Discuss ways in which teachers collaborate with others to address student needs. ◆ Use the prompts in SAFE-T Evaluator Template 2 (ET2): <i>Professional Performance Review</i> (Item #1) to help guide the teacher’s reflection relative to this key element. <ul style="list-style-type: none"> ▫ <i>Talk about the ways in which you collaborate with others inside and outside of the school to advocate for the students.</i> 	

ADEPT Connections for Mentors

ACM Matrix

DOMAIN IV: PROFESSIONALISM		APS 10: FULFILLING PROFESSIONAL RESPONSIBILITIES
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.		
Performance Expectations		Mentoring Opportunities
<p>The teacher</p> <ul style="list-style-type: none"> ◆ is an active contributor to school initiatives; and ◆ supports school-related organizations and activities. 		<ul style="list-style-type: none"> ◆ Discuss the expectations for participating in and contributing to the school community. ◆ Involve the beginning teacher in all aspects of the professional learning community. ◆ Engage the help of others in the professional learning community in assisting and supporting the beginning teacher. ◆ Help the beginning teacher evolve from an “observer” to a “contributor” within the professional learning community. ◆ Use the prompts in SAFE-T Evaluator Template 2 (ET2): <i>Professional Performance Review</i> (Item #2) to help guide the teacher’s reflection relative to this key element. <ul style="list-style-type: none"> ▫ <i>Talk about the ways in which you participate in our school’s professional learning community and work to help us achieve our organizational goals.</i>

ACM Matrix

DOMAIN IV: PROFESSIONALISM		APS 10: FULFILLING PROFESSIONAL RESPONSIBILITIES
10.C: The teacher is an effective communicator.		
Performance Expectations	Mentoring Opportunities	
<p>The teacher</p> <ul style="list-style-type: none"> ◆ uses clear and correct oral and written language; and ◆ communicates effectively and regularly with parents. 	<ul style="list-style-type: none"> ◆ Discuss the various types of professional communications. ◆ Offer to proofread some of the beginning teacher's written communications. ◆ Discuss ways of matching communication style to the intended audience. ◆ Use the prompts in SAFE-T Evaluator Template 2 (ET2): <i>Professional Performance Review</i> (Item #3) to help guide the teacher's reflection relative to this key element. <ul style="list-style-type: none"> ▫ <i>Talk about your communication skills (oral and written). How effectively do you communicate with different audiences (e.g., students, parents, colleagues, administrators)?</i> 	

ADEPT Connections for Mentors

ACM Matrix

DOMAIN IV: PROFESSIONALISM		APS 10: FULFILLING PROFESSIONAL RESPONSIBILITIES	
10.D: The teacher exhibits professional demeanor and behavior.			
Performance Expectations		Mentoring Opportunities	
<p>The teacher</p> <ul style="list-style-type: none"> ◆ maintains all required professional credentials; ◆ adheres to all <i>Standards of Conduct for South Carolina Educators</i> and maintains ethical standards; and ◆ demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely, and effective manner). 		<ul style="list-style-type: none"> ◆ Help the beginning teacher understand professional requirements, ethics, and policies and procedures. ◆ Make sure that the beginning teacher knows about and understands the <i>Standards of Conduct for South Carolina Educators</i>. ◆ Discuss self-management: What types of professional behaviors are expected? ◆ Use the prompts in SAFE-T Evaluator Template 2 (ET2): <i>Professional Performance Review</i> (Item #4) to help guide the teacher's reflection relative to this key element. <ul style="list-style-type: none"> ▫ <i>Talk about your level of professionalism.</i> 	

ACM Matrix

DOMAIN IV: PROFESSIONALISM		APS 10: FULFILLING PROFESSIONAL RESPONSIBILITIES
10.E: The teacher is an active learner.		
Performance Expectations	Mentoring Opportunities	
<p>The teacher</p> <ul style="list-style-type: none"> ◆ accurately identifies his or her own professional strengths and challenges; ◆ sets appropriate professional development goals; and ◆ regularly seeks out, participates in, and contributes to activities that promote professional collaboration and that support his or her continued professional growth and development. 	<ul style="list-style-type: none"> ◆ Use coaching conversations to help the beginning teacher hone his or her skills as a reflective practitioner. ◆ Talk about various ways of engaging in professional development. ◆ Help the beginning teacher establish appropriate professional goals. ◆ Use the prompts in SAFE-T Teacher Template 4 (TT4): <i>Professional Self-Assessment</i> (Items #1–4) to help guide the teacher’s reflection relative to this key element. <ul style="list-style-type: none"> ▫ <i>In terms of the ADEPT Performance Standards, what are your professional strengths? How have you built on these strengths so far, and how do you plan to do so in the future?</i> ▫ <i>In terms of the ADEPT Performance Standards, what are your professional challenges? How do you plan to address these challenges?</i> ▫ <i>Describe your students’ overall progress and achievement. What insights have you gained into ways to improve student progress and achievement?</i> ▫ <i>Based on your professional self-assessment, what do you think would be an important professional goal for you to establish and address, and why?</i> ◆ Introduce the beginning teacher to <i>Research and Development Goals-Based Evaluation</i> through the professional learning community. 	