

# TIPS

Program for Beginning Educators

# What Beginning Educators Should Know About Their First Year with Charleston County School District

## ***How does Charleston County School District support beginning educators?***

The intent of an educator induction program is to provide a systematic structure of support for all beginning educators. An induction program can help new educators improve practice by analyzing and reflecting on professional performance, develop professional responsibilities, and ultimately positively affect student learning in the classroom.

***The South Carolina Regulation for Assisting, Developing, and Evaluating Professional Teaching/ADEPT [R 43-205.1] requires districts to provide a system of support for beginning educators in the form of an induction program (Appendix C). Therefore, Charleston County School District offers the TIPS (Teacher Induction and Preparation Support) Program for Beginning Educators.***

A comprehensive induction program, such as the Charleston County School District's TIPS Program, includes:

- TIPS 101
- Mentoring relationships between beginning educators and veteran educators
- Formative assessment aligned with the ADEPT Performance Standards
- Opportunities for networking with other educators
- Professional growth opportunities for beginning educators
- Mentor training to help develop the skills of the veteran educators serving as mentors

Charleston County School District has implemented the TIPS (Teacher Induction and Preparation Support) Program for Beginning Educators to benefit beginning educators as they enter their career. Through participation in TIPS and the support of school-based and learning community leadership, it is our goal that beginning educators will gain accelerated success and effectiveness, as well as greater self-confidence during their first year. TIPS will offer a heightened sense of job satisfaction and allow beginning educators the opportunity to build connections within their schools, their learning communities, and the district as a whole. Beginning educators find they will have an enhanced commitment to their students and the profession as they work with colleagues in their school and the district.

## ***Why do induction educators participate in TIPS?***

Educators who successfully complete TIPS and who are recommended for an annual contract will be eligible to complete the SAFE-T formal evaluation process, a state requirement for advancing from an initial to a professional certificate. Additionally, the TIPS Program provides opportunities for beginning educators for development and growth while networking with colleagues.

## ***What is an Initial Certificate?***

Beginning or induction educators are issued an initial certificate by the South Carolina State Board of Education and are therefore eligible for hire within public school districts in South Carolina. As long as an educator holds an initial certificate, the Employment and Dismissal Act (Appendix B) does not apply. Therefore, it is within the best interest of the initial certificate holder to fulfill the State Board of Education's requirements for advancement to a professional certificate.

## ***Why is it important to hold a Professional Certificate?***

The Employment and Dismissal Act (Appendix B) applies to educators who hold a professional certificate.

## ***What does the South Carolina Department of Education require of an Initial Certificate holder to advance to a Professional Certificate?***

Converting an initial certificate to a professional certificate requires the educator to complete **ALL** of the following requirements:

- Successful completion of the PRAXIS II, Principles of Learning and Teaching Exam
- Successful completion of SAFE-T Formal Evaluation

Once an educator holding an initial certificate completes the requirements outlined above by the expiration date of the initial certificate, the South Carolina Department of Education will automatically advance the initial certificate to a professional certificate.

***How does an induction educator advance from the induction year to the required formal evaluation year?***

Induction educators who successfully complete the district’s state-approved induction program may be eligible to complete the SAFE-T formal evaluation process required by the state department to advance to a professional certificate.

***How does an induction educator successfully complete the Induction year?***

***Success Criteria #1 Attend TIPS 101 and School-Based Orientation***

***Success Criteria #2 Select and participate in six (6) TIPS events***

***Success Criteria #3 Observe and consult three veteran educators***

***Success Criteria #4 Participate in the formative assessment process***

***Success Criteria #5 Participate in a collaborative assessment process with a trained mentor***

***Success Criteria #6 Attend one (1) What to Expect session during the month of March or April***

***Success Criteria #7 Complete all other school requirements as outlined by the principal, associate superintendent, and/or district***

***What happens if an induction educator fails to meet the success criteria of the Induction year as outlined in the success criteria above?***

Failure to meet the success criteria above will result in an induction educator receiving a “NOT MET” judgment for TIPS. If granted a contract for the 2012-2013 school year, the induction educator’s contract status will be negatively impacted by this “NOT MET” judgment. Furthermore, meeting the State Board of Education requirements for advancement from an initial certificate to a professional certificate will take longer than necessary, thus prolonging the time by which the Employment and Dismissal Act does not apply.

**Induction and Mentoring Facilitator**

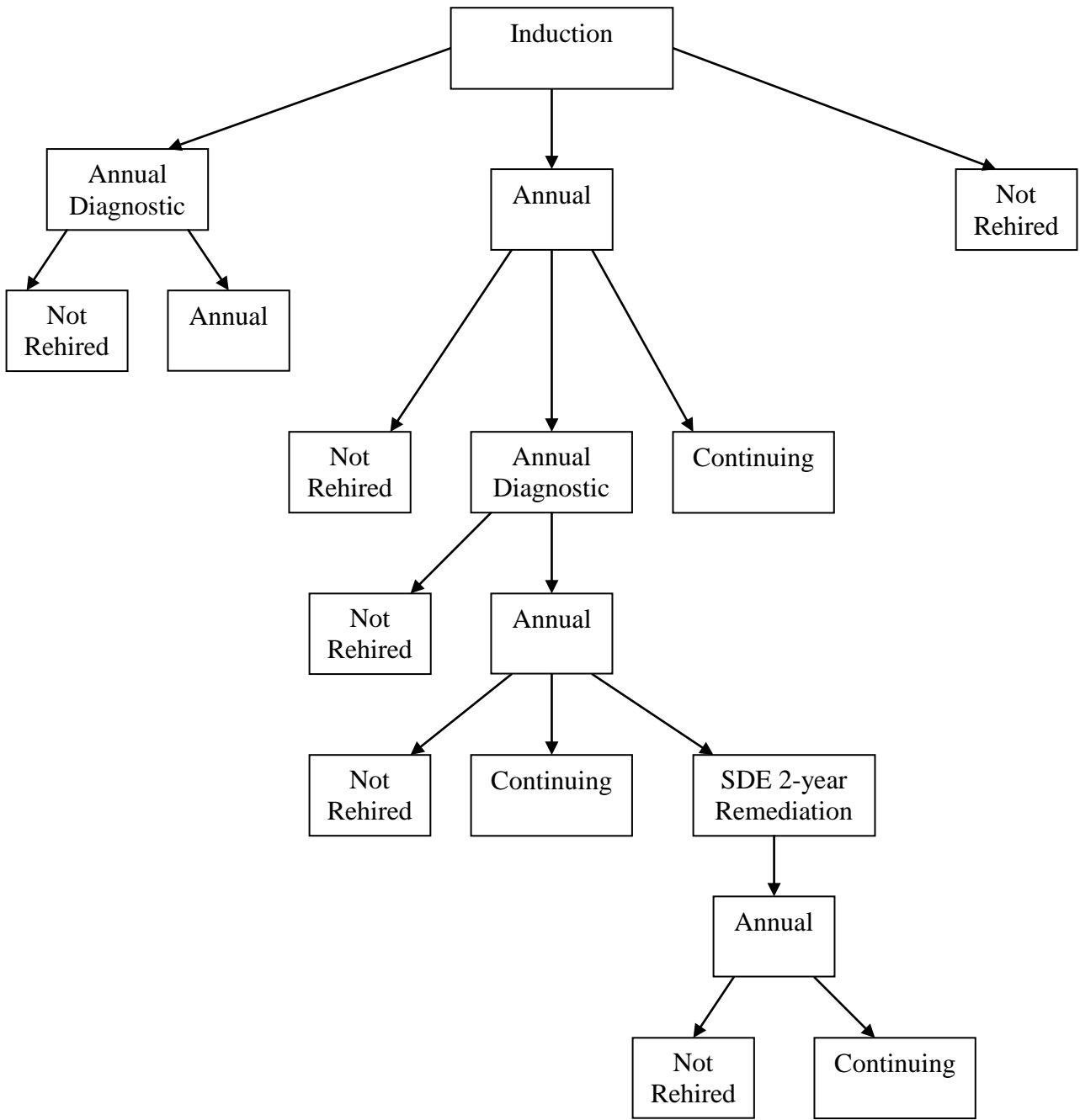
***Melissa Parrish***

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Hours 8:00 am – 5:00 pm



The General Assembly has established specific provisions for employment and dismissal of public school teachers in Title 59, Chapter 25, Article 5 of the Code of Laws. See S.C. Code Ann. §§ 59-25-410 - 59-25-860. SECTION 59-26-40. The Teacher Employment and Dismissal Act

Induction, annual and continuing contracts; evaluations; termination of employment for annual contract teacher; hearing.

**(A) A person who receives a teaching certificate as provided in Section 59-26-30 may be employed by a school district under a nonrenewable induction contract. School districts shall comply with procedures and requirements promulgated by the State Board of Education relating to aid, supervision, and evaluation of persons teaching under an induction contract. Teachers working under an induction contract must be paid at least the beginning salary on the state minimum salary schedule.**

**(B) Each school district shall provide teachers employed under induction contracts with a formalized induction program developed or adopted in accordance with State Board of Education regulations.**

**(C) At the end of the one-year induction contract period, a teacher shall become eligible for employment at the annual contract level. At the discretion of the local school district in which the induction teacher was employed, the district may employ the teacher under an annual contract or the district may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. A person must not be employed as an induction teacher for more than one year. This subsection does not preclude his employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education. During the induction contract period, the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply.**

(D) Annual contract teachers must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with State Board of Education regulations. Teachers employed under an annual contract also must complete an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Teachers must not be employed under an annual contract for more than four years, in accordance with State Board of Education regulations.

(E) During the first annual contract year, at the discretion of the school district in which the teacher is employed, the annual contract teacher either must complete the formal evaluation process or be provided diagnostic assistance. During subsequent annual contract years, teachers must be evaluated or assisted in accordance with State Board of Education regulations. Teachers are eligible to receive diagnostic assistance during only one annual contract year.

(F) Once an annual contract teacher has successfully completed the formal evaluation process, met the criteria set by the local board of trustees, and satisfied requirements established by the State Board of Education for the professional teaching certificate, the teacher becomes eligible for employment at the continuing contract level. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing contract level. An annual contract teacher who has completed successfully the evaluation process and met the criteria set by the local board of trustees, but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate, is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal, at the discretion of the local school district. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. If at the end of an annual contract year a teacher did not complete successfully the formal evaluation process or if it is the opinion of the school district that the teacher's performance was not sufficiently high based on criteria established by the local board of trustees, the teacher is eligible for employment under a subsequent annual contract. Formal evaluation or assistance must be provided consistent with State Board of Education regulations. At the discretion of the school district, the district may employ the teacher under a subsequent annual contract or terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level.

(G) An annual contract teacher who has not completed successfully the formal evaluation process or the professional growth plan for the second time must not be employed as a classroom teacher in a public school in this State for a minimum of two years. Before reentry as an annual contract teacher, he must complete a state-approved remediation plan in areas of identified deficiencies. Upon completion of this requirement, the teacher is eligible for employment under an annual contract for one additional year to continue toward the next contract level. The provisions of this subsection granting an opportunity for reentry into the profession are available to a teacher only once. This subsection does not preclude the teacher's employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education.

(H) During the annual contract period the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply. Teachers working under a one-year annual contract who are not recommended for reemployment at the end of the year, within fifteen days after receipt of notice of the recommendation, may request an informal hearing before the district superintendent. The superintendent shall schedule the hearing not sooner than seven and not later than thirty working days after he receives a request from the teacher for a hearing. At the hearing the evidence must be reviewed by the superintendent. The teacher may provide information, testimony, or witnesses that the teacher considers necessary. The decision by the superintendent must be given in writing within twenty days of the hearing. The teacher may appeal the superintendent's decision to the school district board of trustees.

An appeal must include:

- (1) a brief statement of the questions to be presented to the board; and
- (2) a brief statement in which the teacher states his belief about how the superintendent erred in his judgment.

Failure to file an appeal with the board within ten days of the receipt of the superintendent's decision causes the decision of the superintendent to become the final judgment in the matter. The board of trustees shall review the materials presented at the earlier hearing, and after examining these materials, the board may or may not grant the request for a board hearing of the matter. Written notice of the board's decision on whether or not to grant the request must be rendered within thirty-five calendar days of the receipt of the request. If the board determines that a hearing by the board is warranted, the teacher must be given written notice of the time and place of the hearing which must be set not sooner than seven and not later than fifteen days from the time of the board's determination to hear the matter. The decision of the board is final.

(I) A person who receives a conditional teaching certificate as provided in Section 59-26-30 may be employed by a school district under an induction contract or an annual contract in accordance with the provisions of this section. The holder of a conditional teaching certificate must be employed to teach at least a majority of his instructional time in the subject area for which he has received conditional certification.

**(J) After successfully completing an induction contract year and an annual contract period, a teacher shall become eligible for employment at the continuing contract level. This contract status is transferable to any district in this State.** Continuing contract teachers shall have full procedural rights that currently exist under law relating to employment and dismissal. Teachers employed under continuing contracts must be evaluated on a continuous basis. At the discretion of the local district and based on an individual teacher's needs and past performance, the evaluation may be formal or informal. Formal evaluations must be conducted with a process developed or adopted by the local district in accordance with State Board of Education regulations. The formal process also must include an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Informal evaluations which should be conducted for accomplished teachers who have consistently performed at levels required by state standards, must be conducted with a goals-based process in accordance with State Board of Education regulations. The professional development goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans.

**(K) If a person has completed an approved teacher training program at a college or university outside this State, has met the requirements for certification in this State, and has less than one year of teaching experience, he may be employed by a school district under an induction contract. If he has one or more years of teaching experience, he may be employed by a district under an annual contract.**

**(L) Teachers certified under the career and technology education work-based certification process are exempt from the provisions of the South Carolina Education Improvement Act of 1984 which require the completion of scholastic requirements for teaching at an approved college or university. After completing an induction contract year, the teachers may be employed for a maximum of four years under annual contracts to establish their eligibility for employment as continuing contract teachers. Before being eligible for a continuing contract, these teachers shall pass a basic skills examination developed in accordance with Section 59-26-30, a state approved skill assessment in their area, and the performance evaluations as required for teachers who are employed under annual contracts. Certification renewal requirements for these teachers are those promulgated by the State Board of Education.**

(M) Before the initial employment of a teacher, the local school district shall request a criminal record history from the South Carolina Law Enforcement Division for past convictions of a crime.

(N) The State Department of Education shall ensure that colleges, universities, school districts, and schools comply with the provisions established in this chapter.

**Title of Regulation:**

**Regulation No.: R 43-205.1**

**ASSISTING, DEVELOPING, AND EVALUATING  
PROFESSIONAL TEACHING (ADEPT)**

**Effective Date: 06/24/05**

**Constitutional and Statutory Provisions:**

**Section 59-26-10, et seq. (2004)**

**Training, Certification and Evaluation of Public  
Educators.**

**S.C. Code Ann. Section(s)**

**Descriptor Code: GBBA**

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**State Board Regulation:** Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

### **I. State Standards for Professional Teaching**

Teacher preparation programs and school districts must address, but are not limited to, the performance standards for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), as specified in the State Board of Education's ADEPT implementation guidelines.

### **II. Teacher Candidates**

A. All teacher education programs must adhere to State Board of Education regulations governing the preparation and evaluation of teacher candidates.

B. Each teacher education program must develop and implement a plan for preparing, evaluating, and assisting prospective teachers relative to the ADEPT performance standards in accordance with the State Board of Education's ADEPT implementation guidelines. ADEPT plans must be approved by the State Board of Education prior to implementation.

C. By July 1 of each year, teacher education programs must submit assurances to the State Department of Education (SDE) that they are complying with the State Board of Education's ADEPT implementation guidelines. Proposed amendments to previously approved ADEPT plans must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

D. Teacher education programs must submit information on their teacher candidates, as requested annually by the SDE. This information will be used to provide flow-through funds to teacher education programs.

E. The SDE will provide teacher education programs with ongoing technical assistance such as training, consultation, and advisement, upon request.

### **III. Induction Contract Teachers**

A. Teachers who possess a valid South Carolina teaching certificate and have less than one year of public school teaching experience may be employed under a one-year nonrenewable induction contract. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under induction contracts.

B. Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout the school year. District induction plans must comply with the State Board of Education's

guidelines for assisting induction-contract teachers and must be approved by the State Board of Education prior to implementation.

C. Teachers employed under induction contracts are to be notified in writing by April 15 concerning their employment status for the next school year. Teachers who complete the induction-contract year may, at the discretion of the school district, either be employed under an annual contract or be released from employment. Teachers who are released may seek employment in another school district at the annual-contract level.

D. School districts must submit information on all teachers employed under induction contracts, as requested annually by the SDE. This information will be used to provide flow-through funds to school districts.

E. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for assisting induction-contract teachers. A copy of the district's proposed induction timeline must accompany the assurances. Proposed amendments to the district's previously approved induction plan must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

F. By June 20 of each year, school districts must submit end-of-year information on teachers employed under induction contracts and on the employment contract decisions made for the following year, as requested by the SDE.

G. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

#### **IV. Annual Contract Teachers**

A. Teachers who have completed an induction-contract year may be employed under an annual contract. Full procedural rights under the employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under annual contracts. However, annual-contract teachers do have the right to an informal hearing before the district superintendent, under the provisions of S.C. Code Ann. § 59-26-40 (2004).

B. Teachers employed under an annual contract must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with the State Board of Education's ADEPT implementation guidelines. These procedures must include the development, implementation, and evaluation of an individualized professional growth plan for each teacher.

C. Teachers must not be employed under an annual contract for more than four years.

D. During the first annual-contract year, the annual-contract teacher must, at the discretion of the school district, either undergo a formal performance evaluation or be provided with diagnostic assistance. The term "formal performance evaluation" is defined as a summative evaluation of teaching performance relative to the state standards and evaluation processes, as specified in the State Board of Education's ADEPT implementation guidelines. All formal evaluation processes must meet the general technical criteria of validity, reliability, maximum freedom from bias, and documentation. The term "diagnostic assistance" is defined as an optional process for providing individualized support to teachers who have demonstrated potential but who are not yet ready to successfully complete a formal performance evaluation.

1. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate is eligible for employment at the continuing-contract level. At its discretion, the district may either employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing-contract level.

2. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education and the requirements set by the local board of trustees but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal (i.e., goals-based), at the discretion of the local school district. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the



teacher may seek employment in another school district at the annual-contract level.

3. An annual-contract teacher who for the first time fails to meet the formal evaluation criteria set by the State Board of Education or who fails to meet the requirements set by the local board of trustees is eligible for employment under a subsequent annual contract. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

An annual-contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria set by the State Board of Education and/or the requirements set by the local board of trustees is eligible for a diagnostic-assistance year at the annual-contract level. This diagnostic-assistance year must be provided, if needed, at the discretion of the employing school district, either during the teacher's first annual-contract year or during the annual-contract year following the teacher's first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic-assistance year.

4. An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.

Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SDE, the teacher's certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

E. Each school district must develop a plan to evaluate and provide diagnostic assistance to teachers at the annual-contract level, in accordance with the State Board of Education's ADEPT implementation guidelines. District plans also must include procedures for developing, implementing, and evaluating individualized professional growth plans for annual-contract teachers.

F. School districts must establish criteria or requirements that teachers must meet at the annual-contract level. At a minimum, districts must require annual-contract teachers to meet the ADEPT formal evaluation criteria and all other requirements for the professional teaching certificate, as specified by the State Board of Education, in order to advance to the continuing-contract level.

G. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for evaluating and assisting teachers at the annual-contract level. A copy of the district's proposed formal evaluation and diagnostic assistance timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for annual-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

H. By June 20 of each year, school districts must submit end-of-year information on teachers employed under annual contracts and on the employment contract decisions made for the following year, as requested by the SDE.

I. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

## **V. Continuing Contract Teachers**

A. Teachers who have met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate are eligible for employment at the continuing-contract level. Teachers employed under continuing contracts have full procedural rights relating to employment and dismissal as provided for in Article 3, Chapter 19, and Article 5, Chapter 25,

of Title 59 of the 1976 Code of Laws.

B. Teachers employed under continuing contracts must be evaluated on a continuous basis. The evaluation may be formal or informal (i.e., goals-based), at the discretion of the district. Districts must develop policies for recommending continuing-contract teachers for formal evaluation. Continuing-contract teachers who are being recommended for formal evaluation the following school year must be notified in writing no later than April 15. The written notification must include the reason(s) that a formal evaluation is recommended, as well as a description of the formal evaluation process. Continuing-contract teachers who are new to the district must be advised at the time of their hiring if they are to receive a formal evaluation.

C. Each school district must develop a plan, in accordance with State Board of Education's ADEPT implementation guidelines, to continuously evaluate teachers who are employed under continuing contracts. At a minimum, district ADEPT plans for continuing-contract teachers must address formal and informal evaluations and individualized professional growth plans.

D. By May 1 of each year, school districts must submit assurances to the SDE that they are complying with the State Board of Education's ADEPT implementation guidelines for continuously evaluating teachers at the continuing-contract level. A copy of the district's proposed formal and informal evaluation timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for continuing-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

E. By June 20 of each year, school districts must submit end-of-year information on teachers employed under continuing contracts and on the employment decisions made for the following year, as requested by the SDE.

F. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

#### **VI. Teachers Who Do Not Have Sufficient Opportunity to Complete the ADEPT Process**

A. A teacher who is employed under an induction, annual, or continuing contract and who is absent for more than 20 percent of the days in the district's SBE-approved annual evaluation cycle may, at the recommendation of the district superintendent, have his or her ADEPT results reported to the SDE as "incomplete."

B. Teachers whose ADEPT results are reported to the SDE as "incomplete" are eligible to repeat their contract level during the next year of employment.

#### **VII. Teachers Employed From Out of State or from a Nonpublic-School Setting**

A. Certified teachers employed from out of state or from a nonpublic-school setting who have less than one year of teaching experience are eligible for employment under an induction contract.

B. Certified teachers who are employed from out of state or from a nonpublic-school setting and who have one or two years of teaching experience are eligible for employment under an induction or an annual contract, at the discretion of the school district. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers must meet all requirements for the professional certificate, including successful completion of a full formal evaluation at the annual-contract level, before they are eligible to receive a continuing contract.

C. Certified teachers who are employed from out of state or from a nonpublic-school setting and who have more than two years of teaching experience are eligible for employment under an annual contract. During their first year of employment in a South Carolina public school, these teachers may, at the discretion of the school district, receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must meet all requirements for the professional certificate, including successful completion of a full formal evaluation at the annual-contract level, before they are eligible to receive a continuing contract.

D. Teachers who are employed from out of state or from a nonpublic-school setting and who are certified by the National Board

for Professional Teaching Standards (NBPTS) are exempted from initial certification requirements and are eligible for continuing contract status (S.C. Code Ann. § 59-26-85).

#### **VIII. Career and Technology Education Teachers, Candidates Pursuing Alternative Routes to Teacher Certification, and Teachers Employed on a Part-Time Basis**

A. Teachers certified under the Career and Technology Education certification process must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

B. Candidates pursuing alternative routes to teacher certification must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

C. Teachers who are employed part-time and who receive a teaching contract (i.e., induction, annual, or continuing) must participate in the ADEPT evaluation and assistance processes.

#### **IX. Teachers Employed under a Letter of Agreement**

A. Teachers who are eligible for an induction or an annual contract but who are hired on a date that would cause their period of employment to be less than 152 days during the school year may be employed under a letter of agreement.

B. Teachers employed under a letter of agreement do not fall under ADEPT. However, districts must ensure that these teachers receive appropriate assistance and supervision throughout the school year.

C. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under a letter of agreement.

#### **X. Teachers Who Hold an International Teaching Certificate**

A. Teachers from outside the United States who hold an international teaching certificate must follow the same sequences as traditionally prepared teachers in terms of the beginning contract levels (i.e., induction and annual) and ADEPT evaluation and assistance processes.

B. Teachers from outside the United States who hold an international teaching certificate may remain at the annual-contract level but may not be employed under a continuing contract.

#### **XI. Teachers Employed in Charter Schools**

A. Except as otherwise provided in the Charter Schools Act (S.C. Code Ann. § 59-40-50(A) (2004)), charter schools are exempt from all provisions of law and regulations applicable to a public school, a school board, or a district. However, a charter school may elect to comply with one or more of these provisions of law or regulations, such as the provisions of the ADEPT statute and regulation.

B. Charter schools that elect not to implement the ADEPT system may assist and/or evaluate their teachers according to the policies of their respective charter school committees. Certified teachers in these schools will accrue experience credit in a manner consistent with the provisions of State Board of Education Regulation 43-57 (24 S.C. Code Ann. Regs. 43-57 (1976)). However, teachers in non-ADEPT charter schools who hold an initial teaching certificate are not eligible to advance to a professional certificate. In these instances, the initial certificate may be extended indefinitely, provided that the administrator of the charter school requests the extension in writing on an annual basis from the Office of Teacher Certification. Such requests will be granted provided that the teacher has met the certificate renewal requirements as specified in State Board of Education Regulation 43-55 (24 S.C. Code Ann. Regs. 43-55 (Supp. 2003)).

C. Charter schools that elect to implement the ADEPT system must comply with all provisions of the amended ADEPT statute (S.C. Code Ann. §§ 59-26-30 and 59-26-40, to be codified at Supp. 2004), this regulation, and the State Board of Education's ADEPT implementation guidelines. In fulfilling these requirements, the contract between the charter school and its sponsor (i.e., the local school district) must include an ADEPT provision. All certified teachers in the charter school must be placed under an induction, annual, or continuing contract, as appropriate, and must be assisted and evaluated in a manner consistent with the school district's State Board of Education-approved ADEPT plan. The ADEPT provision must address the charter school's responsibilities for ensuring the fidelity of the implementation of the ADEPT system. The provision also must address the district's responsibilities in terms of staff training and program implementation. At a minimum, the district must agree to disseminate all ADEPT-related information from the SDE to the charter school and to report charter school teacher data to the SDE. The provision must be included in the sponsor district's ADEPT plan and approved by the State Board prior to implementation.

## **XII. Reporting Requirements**

Failure of a teacher education program or local school district to submit all required assurances or requested information pursuant to this regulation may result in the State Board of Education's withholding ADEPT funds.

**Success Criteria #1:**  
**TIPS 101**  
**School-Based Orientation**

**Checklist for Criteria #1**

- Attended TIPS 101 during Great Teachers, Great Leaders**
- Completed School-Based Orientation**
- Emailed School-Based Orientation Form to TIPS Elem, TIPS MS, or TIPS HS on \_\_\_\_\_**

One of the most difficult things about starting any new job is learning where to go for information and resources, who to ask for help, and what to do once you get there. Being a new educator is no different. Although new educators have been prepared in theory and content, they often find themselves facing a complex system of personalities, policies, and understood rules for which no teacher education program could prepare them.

Charleston County School District will offer an event to prepare beginning educators for their arrival to the District. This event will be held on August 7-9, 2012. For beginning educators hired later, a brief make-up session will be offered after a regular work day.

According to the South Carolina Induction and Mentoring Guidelines under the ADEPT Regulation, building administrators are required to conduct a school orientation to help new educators navigate their respective school communities. **As your principal or a designee of the principal conducts your orientation to your new school, please complete the TIPS School Orientation Form (hard copy available in this guidebook). Secure the signature of your principal or the representative of the principal facilitating the orientation and email your completed form to TIPS Elem, TIPS MS, or TIPS HS.**

# TIPS

## Program for Beginning Educators

### School Orientation Checklist

1. School Name \_\_\_\_\_
2. Principal(s) \_\_\_\_\_
3. Learning Community \_\_\_\_\_
4. Associate Superintendent \_\_\_\_\_
5. Learning Community Learning Specialist \_\_\_\_\_
6. Special Education Contact \_\_\_\_\_
7. Learning Community Instructional Technology Specialist \_\_\_\_\_
8. CCSD Technology Help Desk Phone # \_\_\_\_\_
9. The members of your induction team:  
    Building Administrator/Principal: \_\_\_\_\_  
    Mentor (to be provided by district facilitator for Induction and Mentoring) \_\_\_\_\_
10. School Contacts  
    Guidance Counselor(s): \_\_\_\_\_  
    Special Education: \_\_\_\_\_  
    Grade Level or Department Chair: \_\_\_\_\_  
    Media Specialist: \_\_\_\_\_  
    Student Concerns Specialist: \_\_\_\_\_  
    Attendance Clerk: \_\_\_\_\_  
    School Receptionist: \_\_\_\_\_  
    Secretaries: \_\_\_\_\_  
    Grade Level Head or Department Chair: \_\_\_\_\_  
    Bookkeeper \_\_\_\_\_  
    Textbook Distribution: \_\_\_\_\_  
    Custodian: \_\_\_\_\_  
    Food Service: \_\_\_\_\_  
    Copier Machine Support: \_\_\_\_\_
11. *Please initial your receipt of both a written and oral explanation of the following policies*  
    \_\_\_ Bell schedules (including half-days, assembly days, etc.)  
    \_\_\_ Student attendance policy and procedures (including tardy policy)  
    \_\_\_ Staff absence and substitute procedures  
    \_\_\_ Special duty assignments

- \_\_\_\_\_ Review of curriculum and/or program initiatives specific to school
- \_\_\_\_\_ Procedures for issuing books and supplies to students
- \_\_\_\_\_ Procedures for requesting books and supplies
- \_\_\_\_\_ Lunchroom procedures and schedule
- \_\_\_\_\_ Building maintenance procedures (including who to go to for requests)
- \_\_\_\_\_ Review of Teacher Handbook
- \_\_\_\_\_ Review of Student/Parent Handbook
- \_\_\_\_\_ Procedures for lesson plans
- \_\_\_\_\_ Procedures for obtaining curriculum documents
- \_\_\_\_\_ Procedures for handling money and receipts
- \_\_\_\_\_ Procedures for handling referrals for special education and special services for students
- \_\_\_\_\_ School's homework policy, if applicable
- \_\_\_\_\_ Procedures for conducting parent conferences
- \_\_\_\_\_ Procedures for maintaining grades and grade reporting
- \_\_\_\_\_ Review of school clubs/organizations/special events
- \_\_\_\_\_ Review of school calendar
- \_\_\_\_\_ Schedule of and requirements for inservices and workdays
- \_\_\_\_\_ Procedures for using media center or requesting materials from the media center
- \_\_\_\_\_ Procedures for discipline, including school-wide behavior management systems and discipline referrals
- \_\_\_\_\_ Procedures for accidents and emergencies
- \_\_\_\_\_ Field trip policy and procedures
- \_\_\_\_\_ Review of 504 requirements (including respective students with 504 accommodations)
- \_\_\_\_\_ Review CORE team referral process
- \_\_\_\_\_ Review of procedures for first week of school
- \_\_\_\_\_ Relevant information on students assigned to the teacher (504 accommodations, special education requirements, special needs, and relevant cultural and economic information)
- \_\_\_\_\_ Tour of the school building. The tour should include: important offices, resources available, Xerox machine, faculty bathrooms, etc.
- \_\_\_\_\_ How to use the copier machine for copying and scanning documents

Other:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**(Teacher's Name, please print)** \_\_\_\_\_ has received the information required in a comprehensive school orientation. This teacher has received both a written and oral explanation of the information listed.

\_\_\_\_\_  
**Date of School Orientation**

\_\_\_\_\_  
**Signature of Teacher**

\_\_\_\_\_  
**Signature of Building Administrator  
 Conducting School Orientation**

**Reminder:**

**Write directly on this form. Secure appropriate signatures.**

**Scan this form and email to TIPS Elem, TIPS MS, or TIPS HS by the last day of the month (August 31 if hired during the month of August; September 30 if hired during the month of September; October 31 if hired during the month of October.)**

**Success Criteria #2:**

**Select and participate in six (6) TIPS events**

**Checklist for Criteria #2**

- Registered for TIPS events on ERO**
  - Title \_\_\_\_\_  
Location \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_
  - Title \_\_\_\_\_  
Location \_\_\_\_\_
  - Title \_\_\_\_\_  
Location \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_
  - Title \_\_\_\_\_  
Location \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_
  - Title \_\_\_\_\_  
Location \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_
  - Title \_\_\_\_\_  
Location \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_
  
- Attended TIPS events**
  - Event 1
  - Event 2
  - Event 3
  - Event 4
  - Event 5
  - Event 6



## TIPS Events: Connecting Beginning Educators

Successful completion of Criteria #2 is determined by the beginning educator selecting and participating in *a minimum of six(6) TIPS events.. Participation will be documented by sign-in and sign-out at each respective TIPS event. Space is limited for each event. Participants are required to register in advance on ERO. Registration information is available in each TIPS Alert! you will receive via email.*

ADEPT Performance Standards	TIPS Event	Description
Domains 1-4	Autism 101	This session includes tips for understanding the characteristics of autism. Additionally, participants will be provided basic instructional methods for autism.
Domains 1-4	Book Chats: <i>Finding Mrs. Warnecke</i>	Cindi Rigsbee, a sensitive and eager-to-learn child, started her first-grade year with a teacher who was emotionally abusive and played favorites in the classroom. Two months in the school year, her principal came into the classroom and announced that half the students were being moved to another class—in a dank, windowless basement, with a young and inexperienced teacher. This change turned out to be the best thing that ever happened to Cindi. Eventually, Cindi became a teacher herself. In her difficult early years, when she struggled to gain her footing as an educator and received sub-par evaluations from her principal, she tried many times to reconnect with her former teacher with no luck. This inspiring story shows what a positive and lasting impact teachers can have on their students. It also offers advice for educators to help make a difference in their own students’ lives. Beginning educators are encouraged to join other K-12 educators for a series of book chats designed to not only explore the text. Sessions are offered once a month for five months. Participants should attend all five sessions.
Domain 4	Chat and Chew: A Balanced Life	Finding yourself overwhelmed with grading papers, entering averages, meeting with parents, attending professional development, planning, and working a 40-hour week? Find out how to prioritize your busy career by seeking a balance to your professional and personal lives. The evening offers free pilates, yoga, and cooking classes, as well as a seminar about managing stress. Participants are invited to dinner after their one-hour session.
Domains 1-4	Chat and Chew: Where Do I Go From Here?	The year is coming to a close and you are not sure what to do to continue your growth as a professional education. Find out about professional organizations, professional growth opportunities, and ideas as you head into your second year of teaching. Participants are invited to dinner after attending a one-hour session.
Domains 1-4	Chat and Chew: Been There, Done That	What do students think of new teachers? What do principals search for as the best teachers? What do second-year teachers know that they didn’t know before? Sign up for a one-hour session led by a panel of experts who will provide real insight about the teaching profession. Participants are invited to join panelists for dinner following the one-hour seminar.
Domain 3	Classroom Management 101	Basic classroom management for setting up the environment, rules, routines, and organization for special education teachers.
N/A	Rookies Bridging the Gap--Ravenel Bridge Walk	Join the TIPS Team as we see Charleston from a great height! Induction educators meet at the base of the Ravenel Bridge to challenge themselves to a brisk walk across and back. The walk symbolically represents their commitment to helping their colleagues “bridge the gap” in student achievement. Participants are encouraged to bring friends and family for this event.

Domains 1-4	Special Education 101	This session provides an opportunity for beginning general education and special education teachers to review the disabilities and accommodations of special education. Participants will be provided guidance on how to understand IEPs.
Domain 2-3	TIPS for Technology Integration	This workshop will provide a venue for teachers to become more aware of technology resources throughout CCSD and how these resources are utilized to enhance student engagement during instruction. It will also include tips and tricks with SMART and the U drive.
Domain 1-2	TIPS Amazing Race	Induction educators spend a morning searching for challenges set up for them to complete in the city. This event starts at the district office and leads teachers through art galleries, museums, and other local attractions. The Rookie team to finish the challenges the fastest receives the prize. This event not only provides networking opportunities between participants, but it also encourages participants to get to know the rich resources available in Charleston.
Domain 2-3	TIPS for Accountable Talk during Instruction	Teachers will participate in a workshop designed around defining accountable student-to-student and student-to-teacher talk. Participants will analyze accountable talk as demonstrated in video clips as well as take away a list of effective prompts for promoting accountable talk.
Domain 2	TIPS for Analyzing Student Work to Design Instruction	A two-part series of interrelated seminars designed to assist k-12 educators to analyze student work for differentiation. These sessions help the induction educator search for answers to questions like, How do accomplished educators check for student understanding during instructional time and beyond? How do accomplished educators use the information to design and modify instruction? Beginning educators are encouraged to join an experienced educator who will assist them in a process of analyzing student work and using that analysis to design effective instruction specifically for the needs of each student. Although each part of the workshop, Part 1 and Part 2, may be used to satisfy two TIPS events, participants are required to register and attend both Part 1 and Part 2 for this workshop series to receive both credits.
Domains 1-4	TIPS for Co-Teaching Relationships and Instruction	This event is a two-session series (attendance at each session counts as 2 TIPS events out of the required 6) for both general and special education teachers. Part 1 focusses on making the most of your co-teaching relationship, while Part 2 focusses on differentiating instruction for diverse learners.
Domains 1-4	TIPS for CTE: Learn from the Pros	This section for induction CTE (Career and Technology Education ) teachers is a question and answer session with seasoned CTE teachers.
Domains 1-4	TIPS for CTE: Student and Professional Organizations	This session for induction CTE (Career and Technology Education) teachers offers the “What, Why, and How” of student and professional organizations.
Domain 4	TIPS for CTE: Crosswalk	Induction CTE (Career Technology Education) teachers are invited to learn activities that can be used to satisfy both DIRECT and TIPS requirements. Additional information includes funding and resources available to assist new CTE teachers.
Domain 1	TIPS for CTE: What’s My Major?	Induction CTE (Career Technology Education) teachers are encouraged to learn about “completers,” “concentrators,” and “CTE majors,” as well as why they are important.
Domain 1	TIPS for Developing the Unit Work Sample	A brief seminar to assist beginning educators with the development of required Unit Work Samples, Instructors will work with educators by grade levels and/or content areas, providing tips and hints for successfully completing TT2 for the formative assessment process.
Domain 3	TIPS for Effective Behavior Support for Early Childhood and Elementary Teachers	A series of interrelated seminars designed to assist K-5 (6, where applicable) elementary educators to prepare for and manage student behavior, instruction, and environment.

Domain 3	TIPS for Effective Classroom Management for Middle and High School Teachers	A series of interrelated seminars designed to assist 6-12 middle and high school educators to prepare for and manage student behavior, instruction, and environment.
Domain 4	TIPS for Effective Communication in the Workplace	A workshop to provide induction teachers with a brief grammar and usage lesson, including a discussion around sample emails, this session helps beginning educators transitioning into a professional workplace to recognize the importance of professional correspondence.
Domain 1-4	TIPS for ELA Troubleshooting	An informal session designed to offer beginning ELA teachers the opportunity to share concerns and ask questions while sharing solutions with ELA experts and colleagues.
Domain 1-3	TIPS for Elementary Instruction: Science Notebook	This session is designed to provide elementary teachers with in-depth research-based instructional strategies to help incorporate the use of science notebooks in the classroom. Teachers will also explore strategies that will work with ALL students to increase writing proficiency. Finally, teachers will learn effective assessment practices using science notebooks as an assessment tool.
ADEPT PS 1-7 for Guidance Counselors	TIPS for Guidance Counselors	Information and training aligned with ADEPT Performance Standards for Guidance Counselors
Domains 1-4	TIPS for Innovation Zone Learning Community Induction Teachers: <i>Oh, The Places You'll Go!</i>	Induction educators within Innovation Zone Learning Community are invited to participate in this session in preparation for the first day of school. Topics to be addressed include: classroom environment expectations, establishing classroom policies and procedures, accessing standards and support documents, accessing the IZLC share folder, planning and pacing, SMARTBoard resources, developing a classroom management plan.
Domain 2	TIPS for Instructional Strategies to Motivate and Engage Learners	With creative instructional ideas that engage the students in the learning, experienced educators find they spend less time on management concerns. The students are motivated to learn and the teachers are encouraged by their students' involvement. Beginning educators are encouraged to join an experienced educator to learn about specific instructional strategies that engage the students in the learning.
Domain 1	TIPS for Long Range Planning Workshop	A brief seminar to assist beginning educators with the development of required Long Range Plans. Instructors will work with educators by grade levels and/or content areas, providing tips and hints for successfully completing TT1 for the formative assessment process.
Domains 2-3	TIPS for Managing Difficult Students: A Cultural Perspective	This session explores behavior management strategies for boys and difficult students, considering culture and environmental factors.
Domain 1 and 4	TIPS for Managing ELA Paperload	Come learn how to manage your paperwork! Find out about techniques to grade student work, ensuring timely and effective feedback without spending all weekend grading!
Domain 4	TIPS for Managing Special Education Paperwork	This session is designed to assist special education teachers in keeping track of timelines, meetings, program monitoring data collection, and other paperwork expectations.
Domain 1-4	TIPS for Progress Monitoring and Data Collection	This session presents different strategies for collecting data and monitoring student progress for special education teachers.
Domain 1-3	TIPS for Social Studies Instruction: Revised SS Standards	This session is designed to familiarize social studies teachers with the format of the newly revised social studies standards, the support documents from the SC State Department of Education, and to discuss pacing and district benchmarking system.

ADEPT PS 1-7 for Speech Therapists	TIPS for Speech Therapists	Information and training aligned with ADEPT Performance Standards for Speech Therapists.
ADEPT PS 1-7 for Media Specialists	TIPS for Teacher Librarians	Information and training aligned with ADEPT Performance Standards for Media Specialists.
Domains 1-2	TIPS for Understanding Curriculum for Special Education	Designed to assist special education teachers with lesson planning, pacing, and utilizing on-line data management tools and resources, this event is a helpful hands-on workshop for beginning teachers.
Domain 2-3	TIPS for Using Sharp School for Instruction	This workshop provides beginning educators with specialized instruction on how to use our new LMS Sharp School for instruction. Teacher pages and web 2.0 tools will be included.
Domain 4	TIPS for What to Expect at Your First MDR Meeting	This session prepares beginning special education teachers for professional meetings.
Domain 4	TIPS for Your First IEP Meeting	This session assists beginning special education teachers as they begin to navigate the complexities of an IEP meeting. The coordinator will help participants understand how to prepare and conduct IEP meetings.
Domain 1-4	TIPS Special Events	The TIPS Program invites a variety of local, state and national experts to work with beginning educators. Registration for these events will be publicized through <i>TIPS Alerts!</i> via email.
Domain 1-4	TIPS Think Tanks	Bring instructional materials and laptops and join colleagues and instructional experts in a work session designed to give beginning teachers the opportunity to work collaboratively on instructional design and implementation. Session topics will offer a variety of different opportunities for teachers to work collaboratively.

***NOTE: Other TIPS events will be identified and offered throughout the induction year. Please refer to the bi-monthly TIPS Alerts! for registration information regarding all TIPS events.***

**Success Criteria #3:  
Observe and consult  
three (3) experienced educators**

**Checklist for Criteria #3**

- Observation #1 (Teacher's Name \_\_\_\_\_)**
  - Date and Time of Observation \_\_\_\_\_
  - Conducted observation/consultation
  - Completed TIPS Observation Form
  - Submitted TIPS Observation Form by **Sept. 28**
  
- Observation #2 (Teacher's Name \_\_\_\_\_)**
  - Date and Time of Observation \_\_\_\_\_
  - Conducted observation/consultation
  - Completed TIPS Observation Form
  - Submitted TIPS Observation Form by **Nov. 30**
  
- Observation #3 (Teacher's Name \_\_\_\_\_)**
  - Date and Time of Observation \_\_\_\_\_
  - Conducted observation/consultation
  - Completed TIPS Observation Form
  - Submitted TIPS Observation Form by **Jan. 31**



**Consultation notes:**

**What ideas did you gain from the observation?**

**What insight did you gain from the consultation following the observation?**

**What will you apply to your own teaching/classroom?**

\_\_\_\_\_  
**Induction Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Observed/Consulted Teacher**

\_\_\_\_\_  
**Date**

**Reminder: Secure signatures, scan document, and submit to TIPS Elem, TIPS MS, or TIPS HS by September 28, November 30, and January 31.**

### Success Criteria #4:

## ***Participate in formative assessment process with a building administrator (principal or assistant principal)***

### Checklist for Criteria #5

- August**
  - Administrator conducted an observation using Classroom Observation Tool (COT)
  - Submitted TT3/Observation Reflection to administrator within 5 days of observation
  - Met with administrator to receive formative assessment
- September**
  - Administrator conducted an observation using Classroom Observation Tool (COT)
  - Submitted TT3/Observation Reflection to administrator within 5 days of the observation
  - Met with administrator to receive formative assessment
- October**
  - Educator submitted TT1/Long Range Planning Template (both hard copy and electronic copy) to administrator by **October 12**
  - Administrator reviewed TT1/Long Range Planning Template and met with educator to share formative assessment of long range planning
- November**
  - Administrator conducted an observation using Classroom Observation Tool (COT)
  - Submitted TT3/Observation Reflection to administrator within 5 days of the observation
  - Met with administrator to receive formative assessment
- December**
  - Educator submitted TT2/Unit Work Sample Template (both hard copy and electronic copy) to administrator by **December 14**
  - Administrator reviewed TT2/Unit Work Sample Template and met with educator to share formative assessment of short range planning of instruction and planning assessments and using data
- January**
  - Administrator conducted an observation using Classroom Observation Tool (COT)
  - Submitted TT3/Observation Reflection to administrator within 5 days of the observation
  - Met with administrator to receive formative assessment
- February**
  - Educator submitted TT4/Professional Self-Assessment Template (both hard copy and electronic copy) to administrator by **February 1**
  - Administrator reviewed TT4/Professional Self-Assessment Template and met with educator to share formative assessment of professionalism
- March**
  - Educator met with principal prior to **March 22** to discuss information on TIPS Summary Report
  - Educator secured copy of TIPS Summary Report for personal records



# Formative Assessment for Classroom Teachers

(For Induction and Annual Diagnostic Assistance)

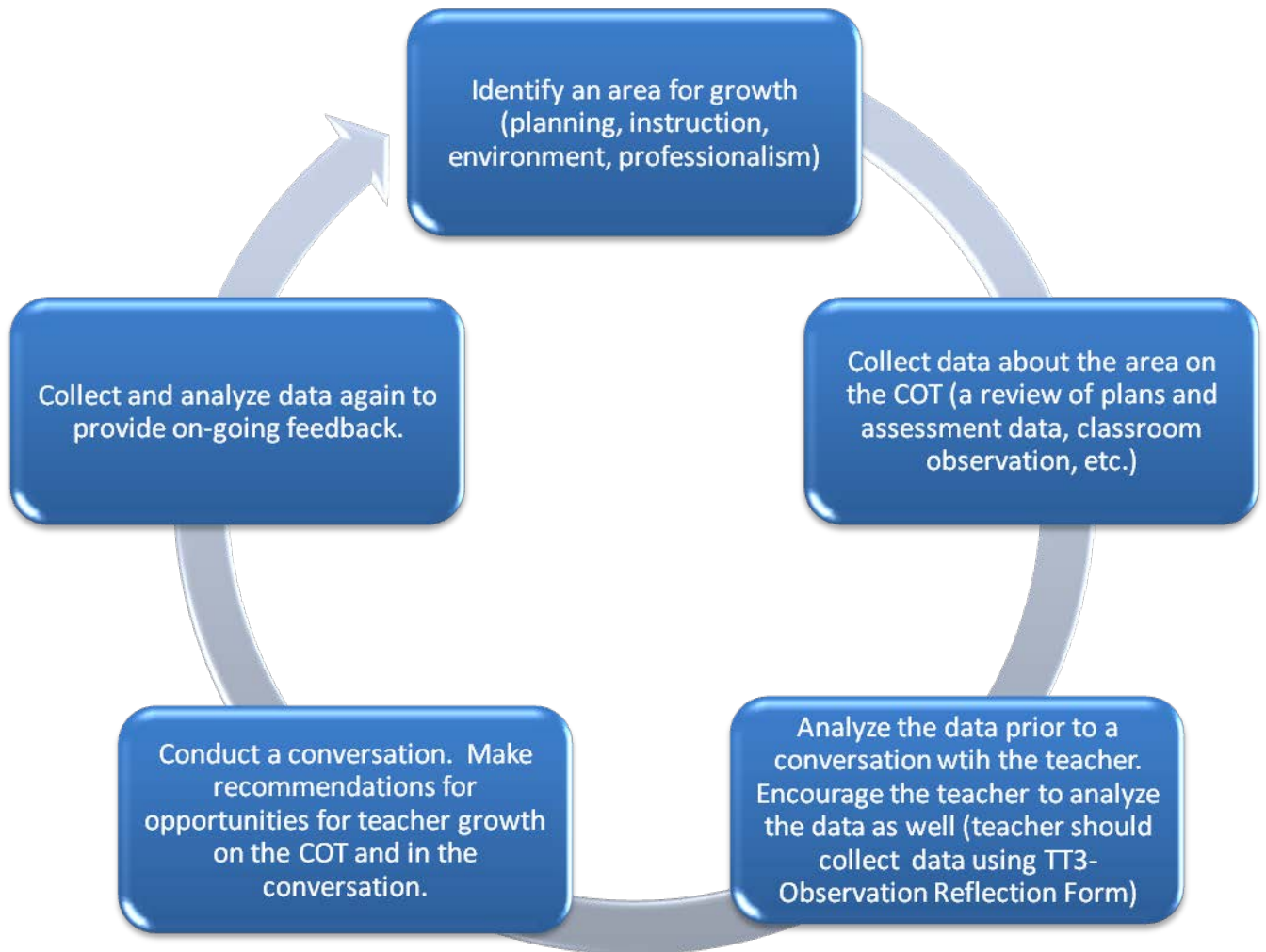
**(Note: This process differs for Guidance Counselors, Media Specialists, and Speech Therapists. A separate document will be provided to educators in these special areas.)**

As part of Charleston County School District's compliance with ADEPT Regulation and the SC Induction and Mentoring Guidelines, the TIPS Program provides formative assessment from an administrator and school-based mentor in addition to District administrators, upon request. The feedback provided induction and annual diagnostic assistance teachers is non-evaluative. However, feedback is aligned with the ADEPT Performance Standards to provide educators with meaningful insight about their planning, instruction, classroom environment, and professionalism. Furthermore, formative assessment should be used to assist both principals and educators in developing professional goals for growth and improvement as needed.

CCSD's formative assessment process provides educators with moments of reflective practice, identifying their own strengths and challenges and seeking professional opportunities to promote growth as an educator. Additionally, educators are given the opportunity to receive feedback to help them identify strengths and weaknesses prior to undergoing formal evaluation under an annual contract in South Carolina. The formative assessment process provides opportunities for the teacher to use the templates from the SAFE-T formal evaluation instrument, therefore, formative feedback during the induction and annual diagnostic assistance year provides the beginning teacher with practical knowledge of the formal evaluation instrument prior to a formal evaluation year.

**Office of Teacher Effectiveness/Induction and Mentoring**  
Melissa Parrish, Team Associate, 937.6572 or [Melissa\\_Parrish@Charleston.k12.sc.us](mailto:Melissa_Parrish@Charleston.k12.sc.us)

# ***Formative Assessment Process for Developing Teacher Effectiveness***



The following timeline provides the minimal requirement for completion of the Formative Assessment Process. The administrator is encouraged to visit the classroom for additional observations of instruction and/or classroom environment to assist the teacher in analyzing the implementation of strategies to meet principal's expectations and recommendations. Although these additional observations are not required, it is beneficial to both the administrator and the teacher to provide additional formative assessment as a follow-up to initial recommendations for professional growth. Administrators should use the Classroom Observation Tool (COT) for these additional observations as well.

## August

### Observation

The administrator will visit the classroom for a minimum of one observation during **August**. The teacher is required to submit a completed copy of TT3/Reflection to the administrator who conducted the observation within **five days** of the observation. The administrator will schedule a conference with the teacher to share the assessment within **five days** of the observation. The teacher will be provided a copy of the Classroom Observation Tool (COT) after the conference. **The administrator will post the assessment by August 31.**

## September

### Observation

The administrator will visit the classroom for a minimum of one observation during **September**. The teacher is required to submit a completed copy of TT3/Reflection to the administrator who conducted the observation within **five days** of the observation. The administrator will schedule a conference with the teacher to share the assessment within **five days** of the observation. The teacher will be provided a copy of the Classroom Observation Tool (COT) after the conference. **The administrator will post the assessment by September 28.**

## October

### Review of Long-Range Planning of Instruction

The teacher will submit a copy of the Long-Range Plan (TT1) by **October 12** or a date identified by the administrator, if an extension is requested. The administrator will schedule a conference with the teacher to share the assessment with regard to the Long Range Plan, APS 1. The teacher will be provided a copy of the Classroom Observation Tool (COT) after the conference. **The administrator will post the assessment by October 31.**

## November

### Observation

The administrator will visit the classroom for a minimum of one observation during November. The teacher is required to submit a completed copy of TT3/Reflection to the administrator within **five days** of the observation. The administrator will schedule a conference with the teacher to share feedback with regard to the classroom environment within **five days** of the observation. The teacher will be provided a copy of the Classroom Observation Tool (COT) after the conference. **The administrator will post the assessment by November 30.**

## December

### Review of Unit Work Sample

The teacher will submit a copy of the Unit Work Sample (TT2) by **December 14** unless an extension has been granted by the administrator upon request. The administrator will schedule a conference with the teacher to share feedback with regard to the Unit Work Sample, APS 2 & 3. The teacher will be provided a copy of the Classroom Observation Tool (COT) after the conference. **The administrator will post the assessment by December 20.**

## January

### Observation

The administrator will visit classroom for a minimum of one observation during **January**. The teacher is required to submit a completed copy of TT3/Reflection to the administrator within **five days** of the observation. The administrator will schedule a conference with the teacher to share feedback with regard to instruction within **five days** of the observation. The teacher will be provided a copy of the Classroom Observation Tool (COT) after the conference. **The administrator will post the assessment by January 31.**

## February

### Review of Professional Responsibilities

The teacher will submit the Professional Self-Assessment (TT4) to administrator by **February 1**. The administrator will schedule a conference with the teacher to share feedback with regard to the teacher's professional responsibilities. The teacher will be provided a copy of the Classroom Observation Tool (COT) at the conference. **The administrator will post the assessment by February 29.**

## March

### **TIPS Summary Report (Principal Only)**

The principal will complete the TIPS Summary Report with input from the teacher during a conference. The conference will be held prior to **March 22** to provide the teacher with oral and written feedback regarding the information on the TIPS Summary Report. The teacher must sign the TIPS Summary Report and be provided a copy of the report at the conference. **The principal will post the information from TIPS Summary Report by March 22.**

**CLASSROOM OBSERVATION TOOL**

Teacher Name \_\_\_\_\_ Contract Level I  A  AD  A2  C  CF

Date \_\_\_\_\_ Subject \_\_\_\_\_ Time \_\_\_\_\_ to \_\_\_\_\_

APS Focus (check all that apply)  1  2  3  4  5  6  7  8  9  10

School Name \_\_\_\_\_

PLANNING DOMAIN					
<b>APS 1: Long-Range Planning</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Minimally Effective</b>	<b>1: Ineffective</b>	<b>N/A</b>
<b>APS 1A:</b> The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instruction.					
<b>APS 1B:</b> The teacher establishes appropriate standards-based long-range learning and development goals for all students.					
<b>APS 1C:</b> The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.					
<b>APS 1D:</b> The teacher develops appropriate processes for evaluating and recording students' progress and achievement.					
<b>APS 1E:</b> The teacher plans appropriate procedures for managing the classroom.					
<b>Evidence:</b>					
<b>APS 2: Short-Range Planning of Instruction</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Minimally Effective</b>	<b>1: Ineffective</b>	<b>N/A</b>
<b>APS 2A:</b> The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and development goals.					
<b>APS 2B:</b> The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.					
<b>APS 2C:</b> The teacher routinely uses student performance data to guide short-range planning of instruction.					
<b>Evidence:</b>					
<b>APS 3: Planning Assessments and Using Data</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Minimally Effective</b>	<b>1: Ineffective</b>	<b>N/A</b>
<b>APS 3A:</b> The teacher develops/selects and administers a variety of appropriate assessments.					
<b>APS 3B:</b> The teacher at appropriate intervals, gathers and accurately analyzes student performance data and uses this information to guide instructional planning.					
<b>APS 3C:</b> The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.					
<b>Evidence:</b>					

INSTRUCTION DOMAIN					
<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Minimally Effective</b>	<b>1: Ineffective</b>	<b>N/A</b>
<b>APS 4A:</b> The teacher establishes, communicates, and maintains high expectations for student achievement.					
<b>APS 4B:</b> The teacher establishes, communicates, and maintains high expectations for student participation.					
<b>APS 4C:</b> The teacher helps students assume responsibility for their own participation and learning.					
<b>Evidence:</b>					
<b>APS 5: Using Instructional Strategies to Facilitate Learning</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Minimally Effective</b>	<b>1: Ineffective</b>	<b>N/A</b>
<b>APS 5A:</b> The teacher uses appropriate instructional strategies.					
<b>APS 5B:</b> The teacher uses a variety of instructional strategies.					
<b>APS 5C:</b> The teacher uses instructional strategies effectively.					
<b>Evidence:</b>					
<b>APS 6: Providing Content for Learners</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Minimally Effective</b>	<b>1: Ineffective</b>	<b>N/A</b>
<b>APS 6A:</b> The teacher demonstrates a thorough command of the discipline that he or she teaches.					
<b>APS 6B:</b> The teacher provides appropriate content.					
<b>APS 6C:</b> The teacher structures the content to promote meaningful learning.					
<b>Evidence:</b>					
<b>APS 7: Monitoring, Assessing, and Enhancing Learning</b>	<b>4: Highly Effective</b>	<b>3: Effective</b>	<b>2: Minimally Effective</b>	<b>1: Ineffective</b>	<b>N/A</b>
<b>APS 7A:</b> The teacher continually monitors student learning during instruction by using a variety of informal and/or formal assessment strategies.					
<b>APS 7B:</b> The teacher enhances student learning by using information from informal and/or formal assessments to guide instruction.					
<b>APS 7C:</b> The teacher enhances student learning by providing appropriate instructional feedback to all students.					
<b>Evidence:</b>					

ENVIRONMENT DOMAIN					
APS 8: Maintaining an Environment that Promotes Learning	4: Highly Effective	3: Effective	2: Minimally Effective	1: Ineffective	N/A
APS 8A: The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.					
APS 8B: The teacher creates and maintains a positive affective climate in his or her classroom.					
APS 8C: The teacher creates and maintains a culture of learning in his or her classroom.					
Evidence:					
APS 9: Managing the Classroom	4: Highly Effective	3: Effective	2: Minimally Effective	1: Ineffective	N/A
APS 9A: The teacher manages student behavior appropriately.					
APS 9B: The teacher makes maximal use of instructional time.					
APS 9C: The teacher manages essential non-instructional routines in an efficient manner.					
Evidence:					

PROFESSIONALISM DOMAIN					
APS 10: Professionalism	4: Highly Effective	3: Effective	2: Minimally Effective	1: Ineffective	N/A
APS 10A: The teacher is an advocate for the students.					
APS 10B: The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.					
APS 10C: The teacher is an effective communicator.					
APS 10D: The teacher exhibits professional demeanor and behavior.					
APS 10E: The teacher is an active learner.					
Evidence:					



<b>Teacher's Strengths:</b>	<b>Challenges—Areas for Growth:</b>
<b>Administrator's recommendations and expectations for teacher's professional growth:</b>	
<b>Resources available for professional growth:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend TIPS event/workshop (Induction only)</li> <li><input type="checkbox"/> Film a lesson and complete Video Analysis with a colleague or mentor</li> <li><input type="checkbox"/> Observe another teacher and debrief following observation</li> <li><input type="checkbox"/> Attend professional development</li> </ul>	

**Observer Name** \_\_\_\_\_

**Observer Title** \_\_\_\_\_

**Observer Signature** \_\_\_\_\_

**Coaching Conversation (To be concluded within 5 days of the observation):**

**Date of Conversation** \_\_\_\_\_ **Teacher Signature** \_\_\_\_\_

## TT1: Long-Range Plan

Teacher's name \_\_\_\_\_ Contract level  Annual  Continuing

District \_\_\_\_\_ School \_\_\_\_\_

Academic year \_\_\_\_\_ Evaluation period  Preliminary  Final

Course \_\_\_\_\_

**Note: Teacher Template 1 (TT1) must be used for the long-range plan. Teachers can either submit one TT1 for all courses or submit one TT1 for each course. All information for each course must be embedded in the template (no attachments).**

### Section I: Student Information (Key Element 1.A)

- ♦ *Describe the student information that you feel will have the most impact on the way you plan and deliver instruction. Include factors, description, and sources for each course. As a general guide, provide at least five factors.*
- ♦ *Include a description for each course taught. For example, a teacher teaching four blocks of seventh grade science would include four different background descriptions.*

Course:		
Factor <i>(e.g., gender, SES, reading levels, learning styles)</i>	Description <i>(in terms of your students)</i>	Source(s)

- ♦ **Reflect on the student information for each course (Key Element 1.A):**
  - (1) *Why do you feel that this student information is of primary importance?*
  - (2) *How did and will you use this student information to guide the development of your long- and short-range plans?*



- ◆ **Reflect on the instructional units** (Key Element 1.C): How did you determine your instructional sequence for each course and the amount of time to be spent on each unit of instruction?

### **Section IV: Assessment of Student Performance** (Key Element 1.D)

- ◆ **For each course, describe the following:**

- (1) the major formal and informal assessments (e.g., classwork, tests, projects, writing samples),
- (2) the evaluation criteria for each assessment (e.g., completion, accuracy, rubrics),
- (3) the way(s) in which you will calculate/determine each student’s overall grade (e.g., grade weights, point systems, grade scales), and
- (4) the system for maintaining records of student progress and achievement (e.g., Power School, gradebook, anecdotal records, checklists).

\*\*\*Be sure to provide clear explanations for alternative grading systems (i.e., recording of grades when percentages are not used).

<b>Assessment of Student Performance</b>			
<b>Course:</b>			
<b>Assessment Type</b> <i>(e.g., homework, classwork, writing samples, tests)</i>	<b>Evaluation Criteria</b> <i>(e.g., completion, accuracy, rubrics)</i>	<b>Grade Weights</b> <i>(e.g., percentages, point values)</i>	<b>Maintaining Records</b> <i>(e.g., Power School)</i>

- ◆ **Reflect on student performance** (Key Element 1.D)

(1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement?

(2) What did or will you do to help your students and their parents understand (a) the evaluation criteria you have established for the course as well as (b) the reports they receive regarding the student’s overall progress and achievement in the course (e.g., Power School, weekly grade reports, progress reports, report cards)?

### **Section V: Classroom Management** (Key Element 1.E)

- ◆ **List and describe your rules and procedures for managing student behavior. Include positive and negative consequences as well as non-instructional routines.**
- ◆ **Reflect on classroom management** (Key Element 1.E): Explain how the components of your management plan promote efficiency and maximize instructional time in this course.

### **Section VI: Additional Teacher Comments** (optional)

## TT2: Unit Work Sample

**Teacher's name** \_\_\_\_\_ **Contract level**     Annual     Continuing  
**District** \_\_\_\_\_ **School** \_\_\_\_\_  
**Academic year** \_\_\_\_\_ **Evaluation period**     Preliminary     Final  
**Course** \_\_\_\_\_  
**Unit title and/or description** \_\_\_\_\_  
**Dates of unit**        From \_\_\_\_\_ to \_\_\_\_\_        **Number of lessons in unit** \_\_\_\_\_

**Note: Teacher Template 2 (TT2) must be used for the unit work sample. All information must be embedded in the template (no attachments).**

### UWS Section I: Major Unit Objectives (Key Element 2.A)

- ♦ *Describe the major objectives of the unit. As a general guide, include at least five objectives. Correlate the objectives to the appropriate grade-level standards and/or competencies, as necessary.*

Major Unit Objectives	Standards/ Competencies Correlation
1.	
2.	
3.	
4.	
5.	

- ♦ *Reflect on the unit objectives (Key Element 2.A): How did you craft these objectives so that your students understand both the objectives and their relevance? How do these objectives support the standards and correlate to your goals?*

## UWS Section II: Instructional Plan (Key Element 2.B)

- ◆ **Describe your instructional plan—that is, the sequence of lessons that you need to follow if your students are to achieve the unit objectives. As a general guide, include a description of at least ten lessons. For every lesson, the description must include the following: objective(s), content, and instruction.**

Lesson Number & Objective(s)	Content (materials & resources; ability levels & interests)	Instruction (sequence, strategies, differentiation, student application)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- ◆ **Reflect on the instructional plan for the unit (Key Element 2.B): 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?**

## UWS Section III: Unit Assessments (Key Element 3.A)

- ◆ **List and/or describe the key unit assessments. A copy of each key assessment must be embedded in this template.**

Key Unit Assessments (Key Element 3.A)	Objective(s) Measured	Type of Assessment (Check one for each assessment)	
		Teacher-Made	Commercially Available
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

- ◆ **Reflect on the unit assessments (Key Element 3.A): Why were these assessments selected? What accommodations, if any, were made to meet the needs of your students?**

## **UWS Section IV: Analysis of Student Performance**

(Key Elements 3.B and 3.C)

- ◆ **Embed the records of student performance from the unit (e.g., Power School printouts, copy of gradebook, checklists).**
- ◆ **Describe the way(s) in which you analyzed student performance. What were your findings regarding your students' mastery of the unit objectives?**
- ◆ **Reflect on the analysis of student performance (Key Element 3.B): In what way(s) did this information (1) increase your understanding of your students' strengths and weaknesses and (2) determine specific aspects of instruction that need to be modified?**

## **UWS Section V: Response to Formative Analysis**

(Key Element 2.C)

- ◆ **Reflect on the findings of the formative analysis (Key Element 2.C): Did you need to adjust your instructional plan, or do you foresee the need to make adjustments to future instructional plans for this group of students? Why or why not?**

## **UWS Section VI: Summative Results (Key Element 3.C)**

- ◆ **Summative results (Key Element 3.C): How did you determine your students' grades (or other performance indicators) for the unit, and what were the overall results for your students? Your description must include the evaluation criteria and the weights used to determine the unit grades.**
- ◆ **Reflect on the summative results (Key Element 3.C): Do the overall results accurately reflect your students' progress and achievement relative to the unit objectives? Why or why not?**

## TT3: Reflection on Instruction and Student Learning

Teacher's name \_\_\_\_\_ Contract level \_\_\_\_\_

District \_\_\_\_\_ School \_\_\_\_\_

Course \_\_\_\_\_ Date of observation \_\_\_\_\_

This lesson was part of which unit? \_\_\_\_\_

At what approximate point in the unit did this lesson fall?

- Beginning  
 Middle  
 End

**Instructions to the teacher:** Please reflect on teaching and learning that occurred while you were being observed. Responses to each of the following nine sets of questions should average approximately 100 words or less. Examples may be embedded, if appropriate and available.

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson? (APS 4.A–C)*
2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged? (APS 5.A–C)*
3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize the content? (APS 6.A–C)*
4. *How did you assess student learning during the lesson? What were the results? (APS 7.A)*
5. *Did you need to make any adjustments during the lesson? Why or why not? (APS 7.B)*
6. *What types of feedback did or will you provide to the students regarding their performance, and why?(APS 7.C)*
7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively? (APS 8.A–C; APS 9.A–C)*
8. *What decisions did you make regarding subsequent instruction for these students, and why? (APSs 4-9)*
9. *What did you learn as a result of teaching this lesson?(APSs 4-9)*



## TT4: Professional Self-Assessment

Teacher's name	_____	Contract level	_____
District	_____	School	_____
Grade level(s)/Subject area(s)	_____		
Academic year	_____	Evaluation cycle	<input type="checkbox"/> Preliminary <input type="checkbox"/> Final _____

**Instructions to the teacher:** Please reflect on your professional performance (APS 10.E). Responses to each of the following four sets of questions should average approximately 100 words or less.

1. *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?*
2. *In terms of the ADEPT Performance Standards, what are your professional challenges? How do you plan to address these challenges?*
3. *Describe your students' overall progress and achievement. What insights have you gained into ways to improve student progress and achievement?*
4. *Describe the ways in which you are engaging in professional growth. How do you plan to do so in the future?*
5. *Based on your professional self-assessment, what do you think would be an important professional goal for you to establish and address, and why?*

**Success Criteria #5:*****Participate in collaborative assessment process with trained mentors***

Similar to the formative feedback process conducted by the principal, the mentor will also assist the induction educator by providing the opportunity for collaboration. Using the Collaborative Assessment Log, the mentor will gather data about the teacher's planning, instruction, classroom environment, and professionalism. The mentor will collaborate with the teacher to analyze the data, identifying strengths and areas in need of improvement for the beginning teacher. The mentor will also collaborate with the teacher to identify resources and strategies the teacher can use for professional growth. The beginning teacher will be provided copies of each Collaborative Assessment Log to reflect on professional growth throughout the year.

# Collaborative Assessment Log For Classroom Teachers

Mentor (please print) \_\_\_\_\_  
 Teacher (please print) \_\_\_\_\_ Content Area \_\_\_\_\_ School \_\_\_\_\_

Select one:  Induction  Annual Diagnostic Assistance  Second Annual  Continuing Formal

Primary Focus of the Conversation:  APS 1  APS 2-3  APS 4-7  APS 8-9  APS 10

Check all that apply:  Observing  Demonstration Lesson  Videotaping  Reflecting  Problem Solving  Providing Resources  Review of Formative Feedback  Other

<b>What is Working:</b>	<b>Current Focus—Challenges—Concerns:</b>
<b>Teacher's Goal(s):</b>	
<b>Teacher's Next Steps/Strategies to Meet Goal(s):</b>	<b>Mentor's Next Steps/Strategies to Assist Teacher in Meeting Goal(s):</b>

Next Meeting Date \_\_\_\_\_ Focus of Next Meeting \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

<p>ADEPT PERFORMANCE STANDARDS (APS)</p> <p>APS 1: Long Range Planning</p> <ul style="list-style-type: none"> <li>• Obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning</li> <li>• Establishes appropriate standards-based long-range learning and developmental goals for all students</li> <li>• Identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals</li> <li>• Develops appropriate processes for evaluating and recording students' progress and achievement</li> <li>• Plans appropriate procedures for managing the classroom</li> </ul> <p>APS 2: Short Range Planning</p> <ul style="list-style-type: none"> <li>• Develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals</li> <li>• Develops instructional plans that include appropriate content, strategies, materials and resources</li> <li>• Routinely uses student performance data to guide short-range planning of instruction</li> </ul> <p>APS 3: Planning Assessments and Unit Data</p> <ul style="list-style-type: none"> <li>• Develops/selects and administers a variety of appropriate assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Gathers and accurately analyzes student performance data at appropriate intervals and uses this information to guide instructional planning</li> <li>• Uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement</li> </ul> <p>APS 4: Establishing and Maintaining High Expectations for Learners</p> <ul style="list-style-type: none"> <li>• Establishes, communicates, and maintains high expectations for student achievement</li> <li>• Establishes, communicates, and maintains high expectations for student behavior and participation</li> <li>• Helps students assume responsibility for their own participation and learning</li> </ul> <p>APS 5: Using Instructional Strategies to Facilitate Learning</p> <ul style="list-style-type: none"> <li>• Uses appropriate instructional strategies</li> <li>• Uses a variety of instructional strategies</li> <li>• Uses instructional strategies effectively</li> </ul> <p>APS 6: Providing Content for Learners</p> <ul style="list-style-type: none"> <li>• Demonstrates a thorough command of the subject matter</li> <li>• Provides appropriate content</li> <li>• Structures the content to promote meaningful learning</li> </ul> <p>APS 7: Monitoring, Assessing, and Enhancing Learning</p> <ul style="list-style-type: none"> <li>• Monitors student learning during instruction by using a variety of informal and formal assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Enhances student learning by using information from formal and informal assessments to guide instruction</li> <li>• Enhances student learning by providing appropriate instructional feedback to all students</li> </ul> <p>APS 8: Maintain and Environment that Promotes Learning</p> <ul style="list-style-type: none"> <li>• Creates and maintains a physical environment that provides a safe place that is conducive to learning</li> <li>• Creates and maintains a positive classroom climate</li> <li>• Creates and maintains a classroom culture of learning</li> </ul> <p>APS 9: Managing the Classroom</p> <ul style="list-style-type: none"> <li>• Manages student behavior appropriately</li> <li>• Makes maximal use of instructional time</li> <li>• Manages essential non-instructional routines efficiently</li> </ul> <p>APS 10: Fulfilling Professional Responsibilities</p> <ul style="list-style-type: none"> <li>• Advocates for the students</li> <li>• Works to achieve organizational goals in order to make the entire school a positive, productive, learning environment for students</li> <li>• Communicates effectively</li> <li>• Exhibits professional demeanor and behavior</li> <li>• Is an active learner</li> </ul>
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Adapted by Charleston County School District from SC Initial Mentor Training , CERRA—South Carolina

**Success Criteria #6:**  
***Attend one What to Expect Session***

As the school year comes to a close, induction educators are required to attend one *What to Expect* session. The brief session will provide information about the contract issuance process and SAFE-T (formal evaluation process for annual contract teachers), and a review of SC Certification requirements as well as other relevant information the induction educator needs in preparation for the second year of teaching. TIPS participants should register for one session on ERO once sessions are made available.

## Other Information

### **South Carolina Department of Education Contact List**

Office of Educator Certification  
3700 Forest Drive Suite 500  
Columbia, SC 29204  
Hotline/Toll Free 1:00-4:30 pm  
Hotline: 803.734.8466  
SC Toll Free Tel: 877.885.5280  
Tel: 803.734.1418  
Fax: 803.734.8264

Alternative Certification/PACE  
3700 Forest Drive Suite 500  
Columbia, SC 29204  
E-mail: [altcert@scteachers.org](mailto:altcert@scteachers.org)  
Hotline/Toll Free 1:00-4:30 pm  
Hotline: 803.734.8466  
SC Toll Free Tel: 877.885.5280  
Tel: 803.734.5858  
Fax: 803.734.4967  
E-mail: [altcert@scteachers.org](mailto:altcert@scteachers.org)

Office of Educator Evaluation  
3700 Forest Drive Suite 500  
Columbia, SC 29204  
Dr. Kathy Meeks  
ADEPT Coordinator  
Tel: 803.734.4067  
Fax: 803.734.4967  
E-mail: [kmeeks@scteachers.org](mailto:kmeeks@scteachers.org)

South Carolina Department of Education website: [www.scteachers.org](http://www.scteachers.org) to check your certification status

### **How to use ERO to register for professional development**

- 1) Log on to the CCSD website at [www.ccsdschools.com](http://www.ccsdschools.com)
- 2) Search for "ERO Help" within the blue menu on the left side of the homepage under "Employee Tools"
- 3) Follow the directions from the ERO Help page
- 4) Specific questions about professional development offered should be directed to the office or department identified as offering the activity
- 5) Difficulty logging into ERO? **Contact the Office of Educational Technology at 937.6466.**

### **How to request a substitute and/or report an absence**

Most schools in the district use the Substitute Employee Management System so teachers may report an absence and secure a substitute. This process should be used to report an absence and/or request a substitute for an absence. Teachers should also notify the principal/school of an absence prior to missing and have substitute lesson plans available when absent.