From: Staton, Jennifer A

Sent: Monday, April 23, 2018 3:00 PM **To:** 'Sharon.Johnson@hearst.com'

Cc: Foster, James H **Subject:** RE: WJCL Request

Attachments: BW Personnel File Redacted.pdf

Ms. Johnson-

Attached are responsive public records, provided pursuant to S.C. Code Ann. 30-4-40(a)(13) and 30-4-50(A)(1). Typically, the Beaufort County School District (BCSD) will exempt the remainder of an employee's personnel file from disclosure pursuant to S.C. Code Ann. 30-4-40(a)(2). However, the BCSD feels that it is the public interest to be as transparent in possible considering the allegations against the employee. The only information exempted pertains to banking, benefit/medical and contact information.

Jennifer Staton, MS, CSP Risk Manager Beaufort County School District 843-322-2355 (w) | 843-812-6405 (m)

From: Johnson, Sharon [mailto:Sharon.Johnson@hearst.com]

Sent: Monday, April 16, 2018 1:03 PM

To: Staton, Jennifer A < Jennifer.Staton@beaufort.k12.sc.us

Subject: WJCL Request

Dear Ms. Staton,

Under the South Carolina Freedom of Information Act, §30-4-10 et seq., I am requesting an opportunity to inspect or obtain copies of the personnel file of teacher 28-year-old Brittney Whetzel, DOB 01/19/1990. I am requesting the entirety of her file from when she was first employed by the Beaufort County school district.

I would also like to request a waiver of all fees in that the disclosure of the requested information is in the public interest and will contribute significantly to the public's understanding of student safety through a report with WJCL 22 News. This information is not being sought for commercial purposes.

The South Carolina Freedom of Information Act requires a response time within 15 business days. If access to the records I am requesting will take longer than this amount of time, please contact me with information about when I might expect copies or the ability to inspect the requested records.

If you deny any or all of this request, please cite each specific exemption you feel justifies the refusal to release the information and notify me of the appeal procedures available to me under the law.

Thank you for considering my request.

Sincerely,

Sharon Johnson

Reporter

WJCL 22 News

Email: Sharon.johnson@hearst.com

Phone: 973-900-0117

Get Outlook for iOS



New Employee Orientation Assurance Form 2016-2017

Name: BUTTHEY MATLE!
Home Address:
School: Batter (VPPK HANG(MW) Home Phone:
Subject and/or Grade Assignment: $4000000000000000000000000000000000000$
July 1
Please carefully read the statements below and verify each by initialing the appropriate space.
I have been provided an orientation session on district information.
MI understand the varied demographics found within Beaufort County School District.
I have been provided with an overview of Beaufort County's initiatives.
MI have received a New Employee Orientation Guide.
I understand that it is my responsibility to utilize My Learning Plan to keep track of my professional growth.
I understand that I must complete all Safe Schools training by the deadline.
I have been provided information on BCSD's Administrative policies and procedures.
I have been provided information about BCSD's Employee Services.
7-19-16
Teacher's Signature Date



Print Name:

Signature:

BEAUFORT COUNTY SCHOOL DISTRICT

SECURITY ID BADGE

STATEMENT OF UNDERSTANDING

The Beaufort County School District requires all employees to wear, in a visible manner, a photo Security ID Badge at all times while on district premises. As a district employee you play an important role in creating an environment that is safe and secure for students, staff, and visitors to our school district.

Please read and "INITIAL" each of the following
statements:
BAN I understand that the female is a second
1// I understand that the Security ID Badge is the property of the Beaufort County School District and will only be used for "official" use.
I understand that the Security ID Badge must be worn at or above my
waist, on the front of my body, so that my photo and name are visible to
others at all times.
I understand that the Security ID Badge will be worn properly while
on district premises.
I understand that the Security ID Badge is for my use only and shall
not be loaned to anyone else.
ID Badge in any manner. This includes not placing stickers, pins or other
objects on the badge.
I understand that I will immediately report the loss of my Security
ID Badge to my principal/supervisor, Technology and Human Resources.
I understand that I will return the Security ID Badge to the Human
Resources Department when my employment with the school district has ended.
I understand that failure to comply with the above statements may
result in disciplinary action.
I understand that the Security ID Badge has been issued, subject to
the above statements and in accordance with the district's Access Control Operating Policy.
By signing, I acknowledge and agree to adhere to the guidelines that have
been established for the use of the Security ID Badge.

Whetzel, Brittney - AppNo: 6511

Date Submitted: 5/26/2016

Personal Data

Name:

Miss

Brittney

A

Whetzel

(Title)

(First)

(Middle Initial)

(Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other:

Email Address:

(Title) (First)

United States of America

(Middle Initial)

(Last)

Postal Address

Permanent Address

Number & Street: Apt. Number:

City:

State/Province:

Zip/Postal Code:

Country:

Daytime Phone:

Home/Cell Phone:

Present Address (until Aug. 2015)

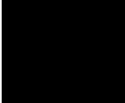
Number & Street: Apt. Number:

City:

State/Province: Zip/Postal Code:

Country:

Phone Number:



Employment Desired

Open Vacancies Applied For:

JobID: 3594

Certified - High School: English at BATTERY CREEK HIGH

Date Last Submitted

Submitted Similar Positions 5/26/2016 3 years

JobID: 3610

Certified - High School: English at BATTERY CREEK HIGH

5/26/2016

3 years

Experience in

Position Desired:

Certified - High School

1. English

Experience in Similar Positions

3 years

Date of Birth

Please provide your date of birth.

* Date of Birth: (mm/dd/yyyy)



Experience

Please list "ALL" of your work experience beginning with the most recent.

Whetzel, Brittney - AppNo: 6511

Date Submitted: 5/26/2016

Experience Continued

Current or Most Recent Position		Employer Contact Information		Supervisor/Referent Information	nce Contact	
Spartanburg County School District 2 English Teacher		2251 Old Furnace Road Boiling Springs, SC 29316 (864) 578-8465		Dr. Ruth Ann Tenny (864) 578-8465 ruth.tennyson@spar		
Date From - Date To:	08/2013 - 05/2016	Full or Part Time:	Full	Last Annual Salary:	35,929	
Reason for Leaving:	relocation					
May we contact this employer?	Yes	Yes				
Responsibilities/ Accomplishments at this Position	Implement state standards for English 2 Create and implement English 2 SLO Create and implement course standards for Public Speaking					
	Lead Technology Teacher for English Department Co-Sponsor for Fishing Club Co-Editor of senior broadcasting video					

Education

Please tell us about your educational background beginning with the most recent.

High School Attended:

Patuxent High School- Lusby, MD

Graduation Status:

H.S. Diploma

Colleges Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
SC - Clemson University	08/2008	Secondary English	Hrs:	Bachelor of	08/2013
	08/2013	Education		Arts	
		Hrs: 120			1

Certification

Do you hold National Board for Professional Teaching Standards certification?

No

Do you hold or anticipate a South Carolina certificate?

Certificate is held

Whetzel, Brittney - AppNo: 6511

Date Submitted: 5/26/2016

Certification Continued

Type	Certificate Number	Expiration Date	Status
English Language Arts (,)	266024	06/30/2016	Current

Please list any other endorsements and/or verifications documented on your certificate(s):

Do you hold a current out-of-state certificate? No

State	Туре	Certificate Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Undergraduate

Graduate

Overall GPA

3.2/4

/4

Major GPA

3.7/4

/4

Highest Degree Attained

Number of graduate hours beyond your

Grad Program Of Study

highest degree:

BA/BS/etc.

0

List honors, awards or distinctions you have earned:

Dean's List 2013 Fall and Spring Semesters

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district? If Yes, what type of school district considered you Highly Qualified?

Yes

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Whetzel, Brittney - AppNo: 6511

Date Submitted: 5/26/2016

Extracurricular Activities

Academic	Class Sponsor	Literacy Magazine	Student Council	Year Book
	Class Sponsor	i Littlide y iviagazine	Student Council	I Cai DOOK

Please provide more details regarding your experience or interest in your selected extra curricular activities. For instance, provide details on any experience as a participant at the high school or college level or as a director, coach, supervisor, or sponsor.

I have co-sponsored the CSI (Community Service Investing) Club, which raises money for different charities and community members. I have also co-sponsored the Fishing Club. We have hosted our own tournament, as well as participated in various tournaments within the state. I assisted with the senior broadcasting video, which was a 60 minute film compiled of various footage and photos. I was the 2012 Treasurer for the Ben Robertson Society at Clemson University, and am a published author for the society's webpage. I participated in student council during my high school career.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Describe the classroom conditions that best facilitate student learning and the strategies you would use to assure maximum learning for all students.

An important classroom condition that best facilitates student learning is having an inclusive environment where students feel challenged, respected, and encouraged to do their best. It is crucial that students have a strong self-efficacy in not only completing the tasks given, but also excelling and growing from them; challenging and encouraging students allows for this. It is also important to have a classroom that produces a sense of community. A setting in which a student feels that a teacher and other students have his/her best interest at heart fosters cooperation and a committed work ethic.

Aside from creating an encouraging classroom environment, I would use many different strategies to assure maximum learning for all students. I would allow students to have choices in their education, such as choosing which types of projects they complete, which texts they study, and how they go about reaching certain goals. I would also be sure to incorporate things that interest students. For instance, I have found that lessons that can implement social media, technology, or pop culture seem to interest and motivate various types of students. Another strategy I would use to assure learning for all students is spending as much one-on-one time with each student as possible. Not only does this approach help students feel appreciated and cared for, it also allows a teacher to focus on specific areas in which individual children need assistance.

2. In what ways are you qualified to address the issue of diversity as a part of your instructional program?

Teaching at a school composed of students from various backgrounds and lifestyles has given me numerous experiences with the issue of diversity. I have had to learn how to address the varying needs of different types of students. In the past three years, I have worked closely with ESOL students, students with IEPs, and students with 504 Plans. Many of my students were also from low-income families. In teaching these diverse students, I have gained experience in successfully finding ways to support each type of child. I have experimented with different learning strategies and completed various professional development courses that address diversity.

3. From your point of view, how important is technology in education? What technology-related skills would you integrate into your curriculum?

Technology in education is essential in today's society. Not only does it saturate most aspects of daily life, it is needed for essentially any career one chooses to pursue following high school.

For this reason, I would integrate technology as often as possible in my curriculum. I would include lessons that allow students to master various technologies, from basic computer and Microsoft Word skills, to more refined areas, such as movie-making software or collaborative apps. I would make sure to incorporate some form of technology into each major unit we studied.

Whetzel, Brittney - AppNo: 6511

Date Submitted: 5/26/2016

Language Skills

Do you know any language other than English? No

Professional References

	Reference 1	Reference 2	
Name:	Rob Sater	Hayley Sater	
School/Org:	Boiling Springs High School	Boiling Springs High School	
Current Position:	Teacher	Teacher	
Home Phone:			
Cell Phone:	864-425-1819	864-590-6171	
Work Phone:	(864) 578-8465	(864) 578-8465	
Mailing Address:			
Work Email:	robert.sater@spartanburg2.k12.sc.us	hayley.sater@spartanburg2.k12.sc.us	
Relationship to Candidate:	Colleague in English Department	Colleague in English Department	
Years Known:	3	3	
	Reference 3	Reference 4	
Name:	Ann Bryson	Ruth Ann Tennyson	
School/Org:	Boiling Springs High School	Boiling Springs High School	
Current Position:	ESOL Teacher	Assistant Principal	
Home Phone:			
Cell Phone:	864-415-3702		
Work Phone:	(864) 578-8465	(864) 578-8465	
Mailing Address:			
Work Email:	ann.bryson@spartanburg2.k12.sc.us	ruth.tennyson@spartanburg2.k12.sc.us	
Relationship to Candidate:	Colleague	Supervising Principal	
Years Known:	3	3	
	Reference 5		
Name:	Jennifer Ray		
School/Org:	Chesnee High School		
Current Position:	Lead Technology Teacher		
Home Phone:			
Cell Phone:	864-621-0329		
Work Phone:	(864) 578-8465		
Mailing Address:			
Work Email:	jennifer.ray@spartanburg2.k12.sc.us		
Relationship to Candidate:	Colleague		
Years Known:	3		

Referrals

How did you hear about employment wit	h us?		
Beaufort County Website			

Whetzel, Brittney - AppNo: 6511

Date Submitted: 5/26/2016

Prior Residential Address Information

Date From	Date To	Street Address	City	County	State	Zip Code
10/17/2014	05/25/2016	1065 Hunt Club	Spartanburg	Spartanburg	SC	29301
		Lane Apt. A				
06/02/2013	10/16/2014	1210 Crosswinds	Seneca	Oconee	SC	29678
		Lane				
01/01/2011	06/01/2013		Central	Pickens	SC	29630

Additional Information

Disclosures

List and	v additional	Linformation	which	will help it	n determining	your professional	qualifications f	or a position

I have experience working closely with ESOL students and students with IEPs and 504 Plans.

I have experience with various types of technology, serving as the Lead Technology Teacher for the English Department and co-editing the senior broadcasting video.

* Are you currently under contract? If Yes, which district? If Yes, when does it expire? When may your present employer be contacted?	Yes Spartanburg School District 2 end of 2017 school year any time
Professional Status * Have you ever had a teaching certificate or teaching license revoked or suspended? If Yes, explain:	No
* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment? If Yes, explain:	No
* Are you a relative of any board member, administrator, or supervisor who is currently serving the Beaufort County School District? Name: Position: Relationship:	No

Beaufort County School District Online Application Whetzel, Brittney - AppNo: 6511 Date Submitted: 5/26/2016 Disclosures continued * Can you perform all the essential job function(s) of the position(s) for which you are Yes applying, with or without reasonable accommodation? List any accommodations: * Have you ever been employed by Beaufort County School District? No If "YES" when were you employed and what position did you hold? **Legal Information** Please note: Applicants are not obligated to disclose sealed or expunged records. * Are you eligible to work in the United States? Yes * Have you ever been arrested, charged or convicted of any type of a criminal offense? (This No includes traffic/movement violations as well.) If yes, explain and provide dates: Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law. * Have you ever had any indicated finding of child abuse filed in your name? No If yes, explain, giving dates: * Does your name appear on any Sex Offender Database within the United States or "Other" No Country?

Whetzel, Brittney - AppNo: 6511

Date Submitted: 5/26/2016

Equal Opportunity Employer

Beaufort County School District is an Equal Opportunity Employer. Beaufort County School District ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation or disability. Beaufort County School District has a policy of active recruitment of qualified minority teachers and non-certified employees. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Applicant's Acknowledgment and Agreement

By checking the box below, I declare that all statements contained in this application are true and that any misrepresentation or omission is cause for rejection of my application to be employed or volunteer.

In connection with my application for employment, my continued employment, or in connection with my desire to engage in volunteer activities, I have been advised and I hereby consent and authorize Beaufort County School District and its agent, at any time during or subsequent to my application process, to conduct an investigative consumer report that may include, but are not limited to, a criminal record check, employment and education verifications, personal references; personal interviews; my personal credit history; and driving record.

I do hereby consent to Beaufort County School District's use of any information provided on this form or during the application process in performing the investigative consumer report. Beaufort County School District has informed me that I have the right to review and challenge any negative information that would adversely impact a decision to offer employment or volunteer opportunities. I agree to release, indemnify and hold harmless Beaufort County School District and any reporting agency used with regard to any information reported by the reporting agency. According to the Fair Credit Reporting Act, I am entitled to know if employment or the opportunity to volunteer is denied because of information obtained from a consumer reporting agency. If so, I will be notified and given the name, address, and phone number of the agency which provided the information. In addition, I have been informed that I will have a reasonable opportunity to clear up any mistaken information reported within a reasonable time frame established within the sole discretion of Beaufort County School District. Under the Fair Credit Reporting Act, I have been advised that upon request I will be provided the name, address and telephone number of the reporting agency as well as the nature, substance and source of all information. I acknowledge that facsimile, copy or email shall be as valid as the original.

I hereby authorize Beaufort County Schools to conduct a personal and professional background check for the purposes of my application of employment/volunteering at Beaufort County Schools. Beaufort County Schools may contact any references, past and current employers, church, youth organizations, agencies where volunteer service has been completed, and any individual or organization which might be relevant to my desired position. I hereby release all of the above stated persons from any and all liability for damages that might occur during the Beaufort County Schools contact with the individuals for purposes of employment or volunteer services.

I understand that confidential information about a student may be shared with me. I further understand that any information about a student is not to be discussed with anyone other than the teacher or other staff members responsible for the education of the student.

I also hereby give complete permission for Beaufort County Schools to conduct a criminal background check, arrest records check, abuse registry check, and driving record check for the purposes of employment/volunteering. I futher acknowledge that an offer of employment is contingent upon receiving a clear crimnal background report.

I waive any right that I may have to inspect any information provided about me by the persons previously mentioned. I have also read and understood the above stated information within this release and am signing below of my own free will. I understand that a criminal background check will be conducted prior to and during my service and that an offer of employement is contingent upon a clear criminal background report. I authorize investigations of all statements contained within my application. I agree to observe all of Beaufort County School's guidelines and policies.

I UNDERSTAND AND ACKNOWLEDGE THAT THE BEAUFORT COUNTY SCHOOL DISTRICT EXPECTS EMPLOYEES TO MAINTAIN A PROFESSIONAL RELATIONSHIP WITH STUDENTS AT ALL TIMES. NO EMPLOYEE WILL ENGAGE IN IMMORAL OR CRIMINAL CONDUCT OR COMMIT OR ATTEMPT TO INDUCE STUDENTS OR OTHERS TO COMMIT AN ACT OR ACTS OF IMMORAL OR CRIMINAL CONDUCT. IF IT APPEARS AN EMPLOYEE MAY HAVE VIOLATED THE

Whetzel, Brittney - AppNo: 6511

Date Submitted: 5/26/2016

LAW, THE DISTRICT WILL COOPERATE WITH THE LAW ENFORCEMENT AGENCIES.

I declare that I have not perpetrated physical abuse, sexual abuse, emotional abuse, or neglect against a minor or a vulnerable adult and that I have never been accused of these acts. I understand that I can withdraw my application from the employment/volunteer process at any time. I understand and agree that false statements and/or omissions regarding past conduct and/or present situation may be grounds for denial to be employed or serve as a volunteer and that refusal to inform Beaufort County Schools of the contents of a sealed criminal record will result in the automatic denial of my employment/volunteer application.

I, Brittney Whetzel, agree to all of the terms above.

X I agree

Brittney Whetzel

"Brittney has a great

rapport with students, and

her enthusiasm, creativity,

and immense content

knowledge will make her

an exceptional teacher!"

Wendy Brown Cooperating Teacher

"Ms. Whetzel is a great

teacher and I could not

think of anyone better to be

my student- teacher. She

was born to be a teacher."

Student 1 10th grade student during

student- teaching

"Ms. Whetzel has been a

great teacher since she has

been here. I think that

wherever she goes after

here, those students will be

very privileged."

Student 2 10th grade student during student- teaching

Professional Profile

Eager to instill enthusiasm for English in high school students through creative enterprises, technology- based projects, the use of social media, and the utilization of a wide variety of different literature and texts.

Education

Bachelor of Arts in Secondary English Education, August 2013 Clemson University, Clemson, SC

- Diversity training
- Participant in Creative Inquiry concerning youth literature
- Courses in leadership, management, and American Sign Language
- Published author for the Ben Robertson webpage

Employment

Spartanburg School District 2

Boiling Springs High School, Boiling Springs, SC

August 2013- present

- 2015-2016 Lead Technology Teacher for English Department
- Co- sponsor for Boiling Springs High School Fishing Club
- Taught English 2 and Public Speaking

Certification, Key Qualifications, and Skills

Certification

- South Carolina Secondary Certification (Type 04) in English, 2013
- Highly Qualified in English

Key Qualifications

- Experience with ESOL students and students with IEPs and 504
 Plans
- Created SLO for English II
- Professional development training with Project- Based and Blended Learning

Technology Skills

- **Software:** Microsoft Windows, Microsoft Office, Movie Maker, Photo Story, i Movie
- Course on the learning management system, Canvas
- Experience and course work with Google Sites
- Training with educational apps such as Keynote, Evernote, and Dropbox
- Training with Microsoft Office365

References available upon request



Certification Portal System

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

Division of School Effectiveness

Last 4 SSN digits

Educator ID:

Certificate No.

Name:

Users Guide (being revised) Reports

Forms

District Contact

Change Address

429746

266024

Renew Certificate Renew Credits Quick Search Log Out

Summary | Certification | Credentials | Documents | Experience

Select CID or SSN then enter a CID or SSN

OCID OSSN

*Histor

HQ

«HQ»

View HQ Details

Certification

Area

Academic Areas

English 07/01/2015

Years of Experience: 2.0

Academic Information Program: Professional Certificate Class: Bachelors Effective: 07/01/2013

Brittney Ann Whetzel

Career/Tech Information No Data available.

Career/Technology Areas Area Begin Validity **End Validity** No data available.

Begin Validity End Validity Proviso

06/30/2020

College Information Degree Year College Bachelor 2013 Clemson University

Approved Program	Approved College
U - Undergraduate	01 - Clemson University

Email CPS Administrator regarding any technical difficulties.



Certification Portal System

Division of School Effectiveness

Last 4 SSN digits

Educator ID:

Certificate No.

Name:



Users Guide (being revised)

Reports

Forms

District Contact

Summary | Change Address

429746

266024

Certification | Credentials | Documents | Experience

Renew Certificate | Renew Credits | Quick Search |

OCID OSSN

No Data Available

Select CID or SSN then enter a CID or SSN GO

Credentials

Tech Proficiency

06-24-2015

Renewal Credits

Passed Exams

5624 - WB: Principles of Learning and

Brittney Ann Whetzel

Teaching: Grades 7-12

5044 - WB: English Language Lit and

Comp: Content and Analysis

ADEPT Status History

Year District	Current Contract	Evaluation Level	Evaluation Results	Next Year Contract	Next Year Hiring Status	Next Eval. Level
2016 Spartanburg 02	Continuing	GBE	Met	Continuing	Rehired	GBE
2015 Spartanburg 02	Annual 1	Summative	Met	Continuing	Rehired	GBE
2014 Spartanburg	Induction 1	Formative	Met	Annual 1	Rehired	Summative

Academic Credential History					
Begin/End Validity	Group	Class	Grade	Experience	*Areas
070115 20		ВА		2.0	04

Career / Technology C	redential Histor	у			
Begin/End Validity	Group	Class	Grade	Experience	*Areas
No Data Available					

Email <u>CPS Administrator</u> regarding any technical difficulties.



Certification Portal System Division of School Effectiveness

Brittney Ann Whetzel

429746 266024

Last 4 SSN digits

Educator ID:

Certificate No.

Name:



Users Guide (being revised)

Reports

Forms

District Contact

Summary | Certification | Credentials | Documents | Experience Change Address Renew Certificate | Renew Credits | Quick Search | Log Out

OCID OSSN

Select CID or SSN then enter a CID or SSN GO

Documents/Correspondence

Documents Received on File	Correspondence Sent	
Logged Description	Title	Date Sent
08/20/2013 Recommendations (Clemson University)	Initial Certificate Letter-lacks ADEPT	08/25/2013
08/13/2013 Official Transcript (Clemson University)		
07/05/2012 Social Security Card		
06/25/2012 Fee Payment		
06/25/2012 App - Student Teaching		
05/10/2012 FBI Report		
05/10/2012 SLED Report		

Email CPS Administrator regarding any technical difficulties.



Certification Portal System Division of School Effectiveness



Users Guide (being revised)

Reports Forms

District Contact

Last 4 SSN digits Name: Educator ID: Certificate No.

Summary Change Address

***.**

429746

266024

Certification | Credentials | Documents | Renew Certificate | Renew Credits | Quick Search | Log Out

Experience

Select CID or SSN then enter a CID or SSN

OCID OSSN

Experience

Years of Experience: 2.0

Brittney Ann Whetzel

Year	Location	Location Code	Days	FTE	Years Credit
2015	Spartanburg 02	4202	190	1.0	1.0
2014	Spartanburg 02	4202	190	1.0	1.0

 ${\sf Email}\ \underline{\sf CPS}\ \underline{\sf Administrator}\ \mathsf{regarding}\ \mathsf{any}\ \mathsf{technical}\ \mathsf{difficulties}.$

Candidate Summary Report

ID:

Candidate:

Brittney Whetzel

netzei

Date Tested:

4/16/2015 2:00:25 PM

Score Summaries

Job Requirement	Score Level	Graph
Fairness and Respect	Average	6
Concern for Student Learning	Average	6
Adaptability	Average	5
Communication and Persuasion	Low	(3)
Planning and Organizing	High	7
Cultural Competence	High	7
Overall	Average	6

Description of Scores

Dimension Definition and Score Interpretation	Score
Fairness and Respect: Ensures that fairness is central to all interactions. Acts with integrity and keeps own word. Recognizes that treating others "fairly" does not always mean "equally" (takes individual circumstances into account). Believes that others matter and deserve respect. Respects and values differences among people, including cultural differences.	6

Score Interpretation: Scores in this range mean that the individual values treating others fairly and with respect. The individual strives to understand and respect the opinions of others (students; other teachers, parents). He or she typically approaches others with honesty and integrity and appreciates diversity. While the individual is likely to be effective within this area, approximately 25% of individuals scored higher on this dimension.

Dimension Definition and Score Interpretation	Score
Concern for Student Learning: Likes students and enjoys interacting with them and teaching them. Receives satisfaction from seeing students learn and provides them with positive feedback when they do well. Considers each student individually in developing learning plans. Seeks to motivate students to set and achieve high standards.	6

Score Interpretation: Scores in this range indicate that the individual enjoys interacting with students and seeing them learn. He or she differentiates among students in deriving learning plans and provides positive feedback to students when they perform well, and also seeks to motivate students to achieve at high levels. The individual would be expected to be effective; however, approximately 25% of the candidates score at higher levels in this area.

Difficulture and Score Interpretation	
Adaptability: Flexibility and creatively adapts to changing situations. Alters tactics as appropaccomplish goals. Able to derive creative solutions to problems. Handles stressful situations cal	oriate to Imly.

Score Interpretation: Scores within this range indicate that the individual is able to adapt to changing circumstances and is likely to be effective in handling the stresses that come with change. He or she is willing to try out new ideas and to change methods when appropriate. The individual would be expected to be effective; however, approximately 25% of candidates score at higher levels in this area.

Dimension Definition and Score Interpretation	Score
Communication and Persuasion: Speaks clearly and articulately. Able to present points of view in a diplomatic but persuasive manner when interacting with parents and others. Understands how comments may resonate with a listener and is able to phrase comments empathetically but clearly. Speaks with inflection and conveys interest in addition to information.	3

Score Interpretation: Scores within this range mean that the test results cannot verify that the individual possesses communication and persuasion skills. While he or she may be able to present material in one-on-one and group settings, he or she may fail to consider the perspective of the listener when framing these presentations. As a result, students may lose interest in the material. Results suggest that the individual may be ineffective at persuading students, parents, and colleagues to his or her point of view and may resort to undiplomatic tactics for doing so. Interviewers should be concerned that this individual may be ineffective in this area as he/she scored within the bottom 25% of test takers within this dimension.

Dimension Definition and Score Interpretation	Score
Planning and Organizing: Plans ahead. Thinks through the objectives of interactions with students and how those will support the year's final goals. "Wings it" only when learning needs require this flexibility. Thorough in preparation and follow-through (e.g., grading papers).	7

Score Interpretation: Scores within this range indicate that the individual is highly effective at planning and organizing. He or she begins the academic year or semester by outlining objectives for student learning and developing lesson plans to accomplish these goals. Lessons are prepared in advance of implementation. The individual is able to be spontaneous when required, but otherwise is well prepared. Additionally, he or she follows through on lesson plans and grades student work as quickly as possible. This score indicates that the individual is within the top 25% of job candidates within this dimension.

Dimension Definition and Score Interpretation	Score
Cultural Competence: Has an understanding and awareness of his/her cultural background and how the cultural background of others (students in particular) affects learning. Understands that cultural background also influences teaching style. Recognizes that students often interact with others who have similar cultural backgrounds.	7
Score Interpretation: Scores within this range indicate that the individual has a strong augustion	

Score Interpretation: Scores within this range indicate that the individual has a strong awareness and appreciation for the importance of cultural diversity and has a strong understanding of his/her own cultural background. The individual is cognizant of how cultural background influences teaching style and works to incorporate diversity into the classroom and lesson plans. This score indicates that the individual is within the top 25% of job candidates within this dimension.

Dimension Definition and Score Interpretation	Score
Overall: Summation of all of the above characteristics.	6
Score Interpretation: Scores in this range mean that the individual is likely to be an effective performunlikely to be in the top ranks of teachers in terms of his or her overall performance.	ner, but is

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Interviewer Report

Candidate:

Brittney Whetzel

ID:

bwhetze@g.clemson.edu

Date Tested:

4/16/2015 2:00:25 PM

Job Requirement	Score Level
Fairness and Respect	Average
Concern for Student Learning	Average
Adaptability	Average
Communication and Persuasion	Low
Planning and Organizing	High
Cultural Competence	High
Overall	Average

Fairness and Respect

- 1. Based upon unforseen circumstances, you realize that you will not be able to take a group of fifth grade students on a field trip that had been promised. Students are upset about the news. What would you do? **Strong response:** Teacher recognizes the significance of the perceived breach in the commitment. Is forthcoming and resourceful, seeking a means to compensate. Makes connections between trust and the learning environment.
- 2. Students sometimes complain that the teacher is not fair. How would you interpret and respond to such a complaint? **Strong response**: *Teacher understands the varying needs of students. Primarily, students want to know that they are heard and valued as individuals.*

Concern for Student Learning

- 1. What do you enjoy most about the teaching profession? Give an example of this aspect of teaching that you enjoy. **Strong response:** Displays a genuine enjoyment of helping students learn and grow. Is able to describe an example of when his/her teaching has helped a student and resulted in personal satisfaction.
- 2. In your opinion, how should a teacher go about developing a good working relationship with his/her students? What approaches/methods would you use to develop a good relationship with your students? **Strong response:** Understands the importance of forming relationships with students, but also realizes that there are boundaries to the relationship. Mentions methods such as asking students about interests outside of the classroom, attending extra-curricular school activites, helping students with work before or after class, etc.

Adaptability

- 1. In your opinion, in what ways should creativity be used in your role as a teacher? Why? **Strong response:**Discusses the value of creativity in the classroom to explain concepts in new ways, hold students' interest, develop interesting lectures and group activities, etc.
- 2. Describe a time when you were faced with a stressful situation. What was the situation and what did you do to cope? **Strong response:** Explains the effective techniques for dealing with stressful situations, putting things in perspective, resoving the situation rather than ignoring it, etc.

Communication and Persuasion

1. If a parent disagreed with some of the ways you were teaching, how would you respond? **Strong response:** Seek to understand the nature of disagreement; try to be positive about aspects of their stance and attempt to

2. Describe a time in which you presented information in a new or unique way to make it more interesting to students. What did you do? How did students respond to your efforts? **Strong response:** Realized need to present in a unique way. Use of a technique that would be well received by students. Awareness of success of this new way to present information, based on students' reaction.

Planning and Organizing

- 1. Would you say you're a planner or that you work better "off the cuff"? **Strong response:** Emphasizes need for planning, but also notes that there is a need to go "off plan" when the situation warrants it.
- 2. Describe a time when you had to deviate from one of your lesson plans. What necessitated the deviatioin? What did you do? Was it effective? **Strong response:** Accurately assessed the need to deviate from a lesson plan in a timely manner. Able to switch plans on the spur of the moment and effectively deal with ambiguity without sacrificing the quality of the lesson.

Cultural Competence

- 1. How would you describe your cultural background to others? **Strong response:** Able to describe and take pride in his/her cultural background.
- 2. You are assigned to teach a course in which the students are from two very distinct cultural backgrounds. There is a lot of animosity between each of these two groups of students and they rarely interact with each other unless forced. How would you encourage students from the different backgrounds to work together? **Strong response:** Cross-cultural learning activities and meaningful involvement with members of the other group will promote understanding and help to deepen understanding. Recognizes that the students need to know each other beyond the scope of the classroom exercises.

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For: Whetzel, Brittney		Com	Completed By: Reference = Rob Sater			5/26/2016 9:44am CT
Sent By:						d: 5/26/2016 10:32am C
# 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						
Brittney Whetzel is staffing decisions. * What position d	Thank you for	your time and in	teaching position. put.	The information that you	a provide will help us English Teacher	make important
			icant? (Or hetween	what dates have you		
known the applica	nt's work?)	orn with the appli	tount: (Of between	what dates have you	2013-2016	
In what capacity d	id von work w	ith the annlicant?				
Within the same de	the contract of the contract of the contract of the con-	en la companya de la	***************************************		the state of the second	
within the same de	еранивен ан п	e nign school.		and the second s		
	1	2	3	4	- 5	G/D
	(Low)	1		4	5	Comments/Remark
1. Professional					X	
Judgment					^	
2. Professional					X	
Attitude					^	
3. Cooperation					X	
4. Emotional					X	
Composure					Λ	
5. Time					X	
Management					X	
6. Knowledge in					X	7,00
Field of Work					7	
7. Planning and					X	
Preparation						
8.					X	
Problem-Solving						
Skills						
9.					X	
Initiative/Personal						
Motivation	******					
10. Interpersonal					X	
Relations	787					
11. Teaching					X	
Ability						
12. Student					X	
Evaluation Skills 13. Behavior						
Management					X	
Skills						
14. Acceptable						
Role Model					X	
1110441						
* On a scale of 1 to employees you have	o 10 (low to hig e supervised or	gh), how would your worked with in s	ou compare the applimilar positions?	licant to other	10	
How would you des	scribe this cand	lidate's teaching s	style?			
Engaging and fun fo					***	
						- Andrew Commission of the Com
Describe a time who	en the candidat	e faced a signific	ant challenge in the	classroom and how she/	he worked to overco	ne the challenge
						validigo.

E What I P	Certified	
Sent By:	Completed By: Reference = Rob and Hayley Sater	Sent On: 5/25/2016 5:25pm CT
		Completed: 5/26/2016 10:53am CT
Brittney Whatzel is an audi		

Brittney Whetzel is an applicant for a professional teaching position. The information that you provide will help us make important * What position did the applicant occupy?

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

Secondary English 2014-Present

In what capacity did you work with the applicant?

Fellow English teacher

	(Low)	2	3	4	5	Comments/Remar
1. Professional						
Judgment					X	
2. Professional						
Attitude					X	
3. Cooperation						
4. Emotional					X	
Composure					X	
5. Time						
Management					X	
6. Knowledge in						
Field of Work					X	
7. Planning and						
Preparation					X	
8.						
Problem-Solving					X	
Skills						
9.						
Initiative/Personal					X	
Motivation						
10. Interpersonal						
Relations					X	
11. Teaching						
Ability					X	
2. Student						
Evaluation Skills					X	
3. Behavior						
/Ianagement					X	
kills						
4. Acceptable						
ole Model					X	

* On a scale of 1 to 10 (low to high) how would
* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?
worked with in similar positions?

10

How would you describe this candidate's teaching style?

Brittney has an excellent rapport with her students. She is fun and creative.

Describe a time when the candidate faced a significant challenge in the classroom and how she/he worked to overcome the challenge.

We had a fight in our school cafeteria last week. Upon her students entering the classroom, she remained calm while they were loud and out of control. It took them about 30 seconds to realize that she meant business. This proves that she is firm with her students, while

For: Whetzel,	Brittney	Co	mpleted By: Reference	e = Ruth Ann Tennyson		
Sent By:			- J - 101010HC	— Rum Ann Tennyson		5/25/2016 5:25pm CT
Drittney Whetze	lie on omal:				Complet	ed: 5/27/2016 9:32am (
staffing decision * What position	s. Thank you fo did the applica	t for a profession or your time and i	al teaching position. Tinput.	The information that you	ı provide will help u	s make important
* Between what	dates did your	at occupy?			English Teacher	
known the applic	ant's work?)	vork with the app	olicant? (Or between w	hat dates have you	past three years	
n what capacity	did you work w	ith the applicant	?			
She teaches in the	English Depar	tment and I am t	he administrator over o	curriculum.	en e	Commence of the Commence of th
	1	2			the same and the s	
	(Low)		3 -	4	5	Commonta/D
. Professional						Comments/Remark
udgment . Professional				X		
ttitude					X	
. Cooperation					A	
Emotional				X		
omposure		į			X	
Time					A	
[anagement					X	
Knowledge in						
eld of Work					X	
Planning and						
reparation					X	
oblem-Solving						
tills					X	
.1115						
itiative/Personal					X	
otivation					1	
Interpersonal						
lations					X	
Teaching						
ility					X	
Student						
aluation Skills Behavior					X	
nagement		1			V	
lls					X	
Acceptable						
e Model					X	
On a scale of 1 to 10 Moloyees you have su	(low to high), pervised or wo	how would you rked with in sim	compare the applicant ilar positions?	to other 9		
would you describ	e this candidat	e'a taa-lii				the second second

Describe a time when the candidate faced a significant challenge in the classroom and how she/he worked to overcome the challenge.

For: Whetzel, Brittney Sent By:	Completed By: Reference = Ann Bryson	Sent On: 5/25/2016 5:25pm CT
Sent By:		Completed: 6/1/2016 11:37am C

Brittney Whetzel is an applicant for a professional teaching position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

English II Teacher

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

Aug 2013- present

In what capacity did you work with the applicant?

Ms. Whetzel taught several of my ESOL students.

	(Low)	2	3	4	5	Comments/Remark
1. Professional	(LOW)		-			
Judgment					X	
2. Professional						
Attitude					X	
3. Cooperation						
4. Emotional					X	
Composure					X	
5. Time					37	
Management					X	
6. Knowledge in					X	
Field of Work					A	
7. Planning and					X	
Preparation					Λ	
8.					X	
Problem-Solving					Λ	
Skills						
9.					X	
Initiative/Personal					A	
Motivation						
10. Interpersonal					X	
Relations					71	
11. Teaching					X	
Ability						
12. Student					X	
Evaluation Skills						
13. Behavior					X	
Management						
Skills						
14. Acceptable					X	
Role Model						

^{*} On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

9

How would you describe this candidate's teaching style?

Ms. Whetzel's teaching style is innovative and exciting. She keeps a very active classroom. The students are interacting with each other, as well as with the teacher. She keeps her student's attention with her fun approach to learning.

For: Whetzel, Brittney Sent By:	Completed By: Reference = Ann Bryson	Sent On: 5/25/2016 5:25pm CT Completed: 6/1/2016 11:37am CT
Describe a time when the candida	ate faced a significant challenge in the classroom and how she	e/he worked to overcome the challenge.
	mer in mid-February. She had to adjust her lessons plans to a omplaint. It created more work for her, but she overcame this	
* If the applicant were to apply/r recommend hire/rehire?	eapply for employment in your district today, would you	Yes
* Do you know of any reason what students?	ny the applicant should not be employed to work with	No
Can you think of anyone else who employment decision regarding to	o would be important to contact before making an his applicant?	Kay Hames, English Dept. Head of BSHS

For: Whetzel, Brittney	Completed By: Reference = Jennifer Ray	Sent On: 5/25/2016 5:25pm CT
Sent By:		Completed: 5/26/2016 7:23am C

Brittney Whetzel is an applicant for a professional teaching position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

English Teacher

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

2012-present

In what capacity did you work with the applicant?

We were both English teachers. I was her mentor teacher and observed her teaching many times.

	(Low)	2	3	4	5	Comments/Remark
1. Professional	(EOW)				X	
Judgment					X	
2. Professional			•		X	
Attitude					A	
3. Cooperation					X	
4. Emotional					X	
Composure					A	
5. Time					X	
Management					A	
6. Knowledge in					X	The best!
Field of Work					A	The best:
7. Planning and					X	
Preparation					A	
8.					X	
Problem-Solving					7	
Skills						
9.					X	She took the time
Initiative/Personal					**	to create a
Motivation						district wide SLO
						for all of the
						English 2
						teachers in the
						district.
10. Interpersonal					X	district.
Relations					^	
11. Teaching	100000000000000000000000000000000000000				X	
Ability					Λ	
12. Student					X	
Evaluation Skills					A	
13. Behavior					X	
Management					A	
Skills						
14. Acceptable					X	My daughter
Role Model						would have her if
						she went to her
						school.

	Certified		
For: Whetzel, Brittney Sent By:	Completed By: Reference = Jennifer Ray		Sent On: 5/25/2016 5:25pm CT Completed: 5/26/2016 7:23am C
* On a scale of 1 to 10 (low to high), employees you have supervised or wo	how would you compare the applicant to other rked with in similar positions?	10	
How would you describe this candida	te's teaching style?		
students always comment on how wel was prepared and I never saw any disc	nowledgeable in her content. She makes her classroom all they enjoyed her class and how much they learned ficipline issues. All of her students were engaged. Acced a significant challenge in the classroom and how	rom her. The	rough all of my observations, she
During Brittney's first year she was getheir schedule because they were tech wanted, when he wanted and was nev speaking part as well. He went to the and the only thing she was doing was	iven a Public Speaking Class of all seniors. Many of the nically finished with their core classes. One student have really made to do his work. Brittney demanded that principal and told them that she was not treating him making him work. I asked her and she said, "He is gent. He still comes back to visit her when he is home from the said of the said of the said.	hese seniors ad always be the not only right. Many tting a credi	were in here just to fill space in een allowed to do what he do the work but do the public of us had to go in and observe
* If the applicant were to apply/reapprecommend hire/rehire?	oly for employment in your district today, would you	Yes	
* Do you know of any reason why th students?	e applicant should not be employed to work with	No	
Can you think of anyone else who wo employment decision regarding this a	ould be important to contact before making an pplicant?		

9710 NORTHCROSS CENTER COURT HUNTERSVILLE, NC 28078 704-439-3900 p 704-439-3901 f

Print Close

Subject Profile

By Service

Applicant Record Archived

MEETS GUIDELINES

Subject Information

Name: BRITTNEY A WHETZEL

Address:

SSN: XXXXX

DOB:
Sex/Race: /UNKNOWN
Reference: EMPLOYEE

Recorded: 07/08/2016 04:04 PM

Client

BEAUFORT COUNTY SCHOOL DISTRICT (SC

Attn: ALICE WALTON

2900 MINK POINT BOULEVARD

BEAUFORT, SC 29902

843-322-2419 p

843-322-2389 f

COURT CIVIL/CRIMINAL (Scope of Criminal Search: A Minimum of 7 years)

CRIMINAL RECORD CC - COMPREHENSIVE CRIMINAL (CRIMINAL & SEX OFFENDER)

No Court Record Found for: BRITTNEY A WHETZEL

CRIMINAL RECORD

MD - CALVERT

No Court Record Found for: BRITTNEY A WHETZEL

SEX OFFENDER OS - SEX OFFENDER REGISTRY

No Court Record Found for: BRITTNEY A WHETZEL

SC - OCONEE

No Court Record Found for: BRITTNEY A WHETZEL

CRIMINAL RECORD

SC - SPARTANBURG

CRIMINAL RECORD

No Court Record Found for: BRITTNEY A WHETZEL

OTHER CRIMINAL RECORD SW - SECURITY WATCH LIST

No Records Found for: BRITTNEY A WHETZEL

The SW search includes but is not limited to a search of the OIG List of Excluded Individuals / Entities (LEIE), General Services Administration (GSA) System for Award Management, US Food and Drug Administration (FDA) Clinical Investigators, Georgia (OIG) Exclusions and South Carolina Medicaid Exclusions.

Entered: July 08, 2016 04:04 PM Completed: July 12, 2016 07:00 AM

Close

COMPLETE

COMPLETE

COMPLETE

COMPLETE

COMPLETE

COMPLETE

DISCLAIMER: All users of the information provided within this report must adhere to the guidelines set forth by the Fair Credit Reporting Act (FCRA), and the Drivers Privacy Protection Act (DPPA). In addition, all users of this information understand that the provider of these reports cannot guarantee or be held responsible for the accuracy or completeness of this report.



VIA DISTRICT EMAIL AND REGULAR U.S. MAIL

April 12, 2018

Brittney Whetzel

Dear Ms. Whetzel:

I have made several attempts to reach you by telephone since Tuesday, April 10, 2018. I left messages for you to call me. As of today, I have not heard from you. Therefore, I am sending this correspondence by email and regular U.S. mail. As of today, April 12, 2018, I am placing you on administrative leave with full pay and benefits effective immediately. The action is being taken because of allegations of unprofessional conduct on your part directed towards students. As explained, this administrative leave will continue until such time as you have been notified otherwise by me.

A full investigation will be made into the claims regarding your conduct. I am unsure when this inquiry will be concluded; however, we will move forward as expeditiously as possible. In the meantime, you are not to return to BCHS for any reason or to attend any school-related functions without prior, express permission from me. Further, since it will be necessary for the District to contact you as part of the inquiry, I ask that you remain available by telephone during normal work hours for teachers, 8:00 a.m. until 4:00 p.m., while you are on administrative leave. As I understand it, your telephone number is

Please call the Office of Human Resource Services immediately if either of these numbers is incorrect.

Lastly, I advised you not to have any direct or indirect contact with BCHS students while on paid administrative leave and encouraged you to refrain from discussing the circumstances surrounding your placement on administrative leave, with members of the BCHS faculty or staff.

If you have questions or concerns regarding this matter, feel free to contact me directly.

Alice W. Walton

Chief Administrative and Human Resources Officer

cc: Chad Cox, Principal Personnel File



Training History for BRITTNEY WHETZEL

From <u>2016-08-08</u> To <u>2018-04-16</u>				
Course	Time Required	Completion Date		
Administrative Rules & Procedures (Policy)	2 minutes	August 8, 2016		
Acceptable Use Policy (Policy)	5 minutes	August 8, 2016		
Bloodborne Pathogen Exposure Prevention (Teachers and Administration)	19 minutes	August 8, 2016		
Sexual Harassment: Staff-to-Staff (Full Course)	17 minutes	September 29, 2016		
Bullying: Recognition & Response (Full Course)	39 minutes	September 29, 2016		
Information for Mandatory Reporters (Policy)	15 minutes	September 29, 2016		
AED (Automated External Defibrillators) (Full Course)	19 minutes	September 29, 2016		
Medication Administration: Epinephrine Auto-Injectors (Full Course	e) 19 minutes	September 29, 2016		
Acceptable Use Policy (Policy)	5 minutes	July 29, 2017		
Bloodborne Pathogen Exposure Prevention (Refresher)	13 minutes	July 29, 2017		
Information for Mandatory Reporters (Policy)	15 minutes	July 29, 2017		
Sexual Misconduct: Staff-to-Student (Full Course)	35 minutes	July 29, 2017		
Bullying: Recognition & Response (Refresher)	25 minutes	July 29, 2017		

Course	Time Required	Completion Date
Slips, Trips and Falls (Teachers and Administration)	23 minutes	July 29, 2017
FERPA: Confidentiality of Records (Full Course)	14 minutes	July 29, 2017
AED (Automated External Defibrillators) (Full Course)	20 minutes	September 23, 2017

Beaufort County School District	Personnel Action		
Employee Information	-!		
Today's Date: 11/11/2016	A STATE OF THE PROPERTY OF THE		
Action			
Resigned (Send Resignation Letter to HR)	○ Transfer		
Retired (Send Retirement Letter to HR)	O Position change: (Indicate Below)		
○ Terminated	O Change Number of Days		
○ TERI Date:	○ Change Number of Hours		
Funding Change (Provide account in comments section below	○ Step Upgrade		
C Leave of Absence (FMLA, ADMIN, etc.)	Other Employee Action (Please explain in comments section)		
Details / Comments			
Effective Date: 10/17/2016 (MM/DD/YYYY) Provide detailed information regarding the action and the reas Ms. Whetzel is working in our afterschool 100175511 (1000) 15500			
	TOUR		
Task Notes			

New Hire Checklist

	The state of the s			
Name Whetzel, 1 School BCHS	Brittney	Position Er	nglish	
School BCHS	J	Hire Date		
PRE-HIRE CHECKS		CERTIFICATION	STATUS	
Active Employee		Certificate #	266024	
Former Employee		Expiration Date	6/30/20	
Active/Former Substitute		In Process		
PACE Applicant		Not on file at SDC	DE	
Reviewed by Reggie Deas	D 7/7/1	6		
APPROVED				
Alice Walton awalh	Contract Cont.	Summ	Comments	
POSITION OFFERED				
Accepted Position HMW	Yes/No	New Hire Orientation Date 7/18/16		
Comments		cc: Principal Burmes Date 7/2/16		
NEW HIRE DOCUMENTATION		cc. Frincipal Offices Date /////		
Contract/Letter of Agreement	Date 7/7	New Hire Packet	Date 7/7	
ADEPT Notification	Date 7/7			
REQUIRED DOCUMENTS		Resent	1-14-16	
Driver's License	Direct Deposit Form Voided Check	Q (TB Test	
Social Security Card	W-4 Form	V	ADEPT Notification	
VISA Documents Notification of Policy/Procedures		V	Contract	
I-9 Form	Network Acceptable Use Agreement	V	Emergency Contact Form	
NEW EMPLOYEE ACTIONS				
Processed BIB Application	Date 18/10	Emailed Employ Number	ee 318438 Date 219/4	
Closed Job Posting	Date 78	E-Verify	Date	
Entered into MUNIS	Date 7	b		

Recommendation To Hire Request Form Assigned To: User - TLB9460 Applicant: Brittney Whetzel Job ID: 3610 - English at BATTERY CREEK HIGH **Show History** Remove Applicants or Employees JOB POSTING INFORMATION Posting #: 3610 Position Title: English # Employee Group: Certified School / Location: BATTERY CREEK HIGH Funding Account Edmond 10011492 Org: # Funding Account 511000 Obj: **Funding Account** Proj: * Is this request ○ Yes No being submitted in order to complete an Employee Transfer? Top (3) Applicants Considered For This Position Brittney Whetzel Considered: #2 Applicant Sarah Ames Considered: 🟶 #3 Applicant Tracy Sands Considered: APPLICANT RECOMMENDED FOR THIS POSITION Employee #: Name: Brittney Whetzer ♣ Is this applicant a ○ Yes ● No current district employee? 🗯 Start Date: 08/08/2016 Position Status: Full-Time ★ Hours Per Day: 7.5 ★ Days Per Year: 190 Rincipal's / Hiring Edmond.Burnes@beaufort.k1

Manager's Email Address:	
₩ Is this a Special Education Related Position?	○ Yes ● No
References Were Checked By:	Edmond Burnes
* Principal/Superviso Contacted:	r Chuck Gordon
Position Title:	Principal, Boiling Springs High School
🗱 Contact Number:	(864) 578-8465
* Details of Conve	rsation:
Ms. Whetzel is a gre colleagues and is we	eat teacher who is extremely knowledgeable of her content. She works well with hell liked by students.
Characters Available:	355
🟶 Date Submitted:	06/30/2016
¥ PRINCIPAL'S / H	IRING MANAGER'S SIGNATURE:
(Type your name and	then click the button to digitally sign)
	Jun 30 2016 14:54:21 GMT-0400 (Eastern Daylight Time);6/30/2016 :22 PM;2016-06-30 18:54:22Z;76.4.215.222
CERTIFICATION Certification Status:	I and SLED CHECK STAGE Holds valid SC teaching certificate. ▼
SC Certificate Number:	266024
SC Certificate Expires:	6/30/20
Criminal Background Check Results:	Pending BIB results. ▼
	and SLED INFORMATION VERIFIED BY: then click the button to digitally sign)
Signed: And	rea Johnson
9:36	Jul 07 2016 10:36:28 GMT-0400 (Eastern Daylight Time);7/7/2016 :28 AM;2016-07-07 14:36:28Z;207.144.99.102;User - AJ6667 - ea.Johnson@beaufort.kl2.sc.us
APPROVAL STA	<u>.GE</u>
Recommendation Request Has Been:	APPROVED ▼
Reason Recommend	ation was Not Approved:

L		
Characters Available:	250	
Contract Level:	CONTINUING - SUMMATIVE ▼	
ᢡ Date:	07/07/2016	
₩ Munis Processing	Teresa Baird ▼	
₩ RECOMMENDAT (Type your name and	TION REQUEST APPROVED / DIS-APPROVED BY: then click the button to digitally sign)	
Signed: Ali	ce Walton	1
9:48	Jul 07 2016 10:48:42 GMT-0400 (Eastern Daylight Time);7/7/2016 :42 AM;2016-07-07 14:48:42Z;207.144.99.102;User - AWW7764 - e.Walton@beaufort.kl2.sc.us	
MUNIS PROCES	SSING STAGE	
Hourly Rate:		
FTE:		
Annual Salary:		
* Position #:	292008247	
₩ Job Class:	LANT	
業 Employee Group:	Certified	
Administrative Salary Level:	▼	
Administrative Salary Step:		
Certified Salary Classification:	BAT	
Certified Years of Experience:	3.	
Classified Salary Level:	V	-
Classified Salary Step		
Substitute's Salary Classification:		
Substitute's Degree:	▼	

Substitute's Certification Sta	ite:	
Substitute's Ce	rtification Area(s):	
Additional Inform	nation:	
OI I A I	able: 250	
Characters Avail		
MUNIS PRO	CESS COMPLETED BY: e and then click the button to digitally sign)	
MUNIS PRO	CESS COMPLETED BY:	

Save as Draft

Submit Form

Read instructions carefully before completing this form. The instructions must be available during completion of this form.

ANTI-DISCRIMINATION NOTICE: It is illegal to discriminate against work-authorized individuals. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because the documents have a future expiration date may also constitute illegal discrimination.

future expiration date may also	constitute illegal discrim	ination.		
Section 1. Employee Information	n and Verification (To be	completed and si	gned by employee	at the time employment begins.)
Print Name: Last	First		Middle Initial	Maiden Name
Whetzel	Brittney		Α	
Address (Street Name and Number)			Apt. #	Date of Birth (month/day/year)
City	State		Zip Code	Social Security #
		I attest, under	penalty of perjury, that	I am (check one of the following):
I am aware that federal law pro		 	of the United States	(
imprisonment and/or fines for fa				ited States (see instructions)
use of false documents in connec	ction with the			
completion of this form.			permanent resident (A	
Signature Contured digitally with De	to and ID Address **	<u>-</u>	authorized to work (Al	/
Signature Captured digitally with Da	te and IP Address		piration date, if applica	ble - month/day/year)
Employee's Signature Brittney Whetzel		Date (month/	//14/201	16 2:50:07 PM
Preparer and/or Translator Cer penalty of perjury, that I have assisted in the	tification (To be completed an ne completion of this form and th	nd signed if Section 1 i. at to the best of my kno	s prepared by a person owledge the informatio	other than the employee.) I attest, under on is true and correct.
Preparer's/Translator's Signature	**	Print Nan	ie	
Address (Street Name and Numb	er, City, State, Zip Code)		I	Date (month/day/year)
Section 2. Employer Review and examine one document from List Be expiration date, if any, of the docu	s and one from List C, as li ment(s).)	isted on the revers	by employer. Exan e of this form, and	nine one document from List A C I record the title, number, and
List A	OR	List B	<u>AND</u>	List C
Document title:	SC DA	RIVERS LIC	en s e	SOCIAL SECURITY
Issuing authority:	232	OF MOTOR		
Document #:		7,70,00	, Onto	
Expiration Date (if any):	·			
Document #:				
Expiration Date (if any):				
CERTIFICATION: I attest, under patte above-listed document(s) appear (month/day/year) & J&//6 a cemployment agencies may omit the	· to be genuine and to relate nd that to the best of my kn	to the employee notes to the employee the em	amed, that the emp	ed by the above-named employee, loyee began employment on o work in the United States. (Stat
Signature of Employer or Authorized Repro	esentative ** Print Name	NIPER A.	STATON	RISK MANAGER
Business or Organization Name and Address BUSD POP RAWER	ss (Street Name and Number, Cit	ty, State, Zip Code)		Date (month/day/year) 7/18/16
Section 3. Updating and Reverifi	cation (To be completed c	and signed by emp		
A. New Name (if applicable)			B. Date of Re	hire (month/day/year) (if applicable)
C. If employee's previous grant of work au	thorization has expired, provide t	the information below	for the document that	establishes current employment authorize
Document Title:		Document #:		Expiration Date (if any):
l attest, under penalty of perjury, that to document(s), the document(s) l have exam	the best of my knowledge, this mined appear to be genuine and	employee is authoriz d to relate to the indi	ed to work in the Uni	
Signature of Employer or Authorized Repre				Date (month/day/year)

Form W-4 (2015)

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2015 expires February 16, 2016. See Pub. 505, Tax Withholding and Estimated Tax.

Note. If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds \$1,050 and includes more than \$350 of unearned income (for example, interest and dividends).

Exceptions. An employee may be able to claim exemption from withholding even if the employee is a dependent, if the employee:

- . Is age 65 or older,
- Is blind, or
- Will claim adjustments to income; tax credits; or itemized deductions, on his or her tax return.

The exceptions do not apply to supplemental wages greater than \$1,000,000.

Basic instructions. If you are not exempt, complete the Personal Allowances Worksheet below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you can claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the Personal Allowances Worksheet below. See Pub. 505 for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals, Otherwise, you may owe additional tax. If you have pension or annuity income, see Pub. 505 to find out if you should adjust your withholding on Form W-4 or W-4P.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 505 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 505 to see how the amount you are having withheld compares to your projected total tax for 2015. See Pub. 505, especially if your earnings exceed \$130,000 (Single) or \$180,000 (Married).

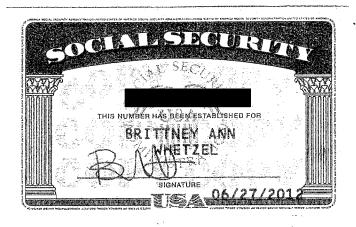
Future developments. Information about any future developments affecting Form W-4 (such as legislation enacted after we release it) will be posted at www.irs.gov/w4.

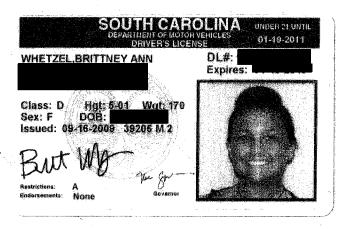
		Perso	nal Allowances Works	sheet (Keep for your records.))	
Α	Enter "1" for yo	urself if no one else ca	n claim you as a dependen	t		A
	·	 You are single and 	nave only one job; or		J	
В	Enter "1" if:		ve only one job, and your s		} .	В
	t	 Your wages from a s 	econd job or your spouse's	wages (or the total of both) are \$1,5	00 or less.	· · · · · · · · · · · · · · · · · · ·
С				ou are married and have either a v		or more
	than one job. (E	ntering "-0-" may help	you avoid having too little t	ax withhe ld.)		С
D	Enter number o	f dependents (other th	an your spouse or yourself)	you will claim on your tax return.	· · · · · · · · · · · · · · · · · · ·	· D
E	Enter "1" if you	will file as head of hou	sehold on your tax return (see conditions under <mark>Head of ho</mark> u	sehold above)	E
F	Enter "1" if you	have at least \$2,000 of	child or dependent care	expenses for which you plan to cla	aim a credit .	F
	(Note. Do not i	nclude child support pa	yments. See Pub. 503, Chi	ld and Dependent Care Expenses,	for details.)	
G	Child Tax Cred	lit (including additional	child tax credit). See Pub. 9	972, Child Tax Credit, for more info	rmation.	
	 If your total in 	come will be less than	\$65,000 (\$100,000 if marrie	d), enter "2" for each eligible child	; then less "1" if ;	you
			s "2" if you have five or mo	-		
	If your total income	ome will be between \$65,0	000 and \$84,000 (\$100,000 and	d \$119,000 if married), enter "1" for ea	ıch eligible child .	G
Н	Add lines A throu	igh G and enter total here	. (Note. This may be different	from the number of exemptions you o	laim on your tax re	eturn.) ► H
		• If you plan to itemi	ze or claim adjustments to	income and want to reduce your wit	hholding, see the	Deductions
	For accuracy, complete all	1	Worksheet on page 2.			and the second
	worksheets	earnings from all job	nd nave more than one jot s exceed \$50,000 (\$20,000	o or are married and you and your if married), see the Two-Earners/M	spouse both wo Iultiple Jobs Wor	rk and the combined ksheet on page 2 to
	that apply.	avoid having too little	tax withheld.			
		• If neither of the ab	ove situations applies, stop l	nere and enter the number from line	H on line 5 of For	m W-4 below.
		Separate here ar	nd give Form W-4 to your er	nployer. Keep the top part for you	r records.	
	111 4					OMB No. 1545-0074
Form	VV-4	Employ	ce a Miriniolanii	g Allowance Certifica	וופ	OIVIB NO. 1545-0074
	tment of the Treasury			per of allowances or exemption from wi		2015
Interna 1	Nour first name	and middle initial	Last name	be required to send a copy of this form		security number
Britt	ney A		Whetzel		L Tour doorar	occurrey marrison
	•	number and street or rural ro		3 X Single Married Ma		
	,		,			
	City or town, sta	te, and ZIP code		Note. If married, but legally separated, or sp		
	Only of town, state, and 211 Gode		4 If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a replacement card. ▶			
5	Total number	of allowances you are	alaiming (from line Habaya	or from the applicable worksheet	<u> </u>	
6					· · · · · · · · · · · · · · · · · · ·	5 6 \$
7			vithheld from each payched			<u> </u>
•			•	meet both of the following condition		
	=			hheld because I had no tax liability	•	
	-	•		pecause I expect to have no tax lia		
Linda				d, to the best of my knowledge and b	7	reat and complete
			charming this certificate and	a, to the best of my knowledge and t	rener, it is true, cor	rect, and complete.
Emp	loyee's signature		rittney Whetzel		Date ► 7/14/20	11.6 2.40.05 DM
	form is not valid u	In loce Vall class if) > "	minev wherzer		Data > //14/20	710 Z;48;U3 PW

Employer identification number (EIN)

Employer's name and address (Employer: Complete lines 8 and 10 only if sending to the IRS.)

9 Office code (optional)









SENSITIVE BUT UNCLASSIFIED

Case Verification Number: 2016200135040DB

Report Prepared: 07/18/2016

Company Information

Company ID: 169707 Company Name: Beaufort County School District

Employee Information

Last Name: whetzel First Name: brittney

Date of Birth: Social Security Number: *** **

Hire Date: 08/08/2016 Citizenship Status: A citizen of the United States

Document Information

List B Document: Driver's license or ID card issued by a U.S.

state or outlying possession

Document Name: Driver's license

Driver's License or ID Card Number:

List C Document: Social Security Card

Document State: South Carolina

Document Expiration Date:

Case Status Information

Final Case Result: Employment Authorized

Case Submitted On: 07/18/2016

Case Submitted By: TBAI1501

Closed On: 07/18/2016

Closed By: TBAI1501

Employer Case ID:

Closure Statement: The employee continues to work for the employer after receiving an Employment Authorized result.

SENSITIVE BUT UNCLASSIFIED

Acceptable Use Policy for Adults

For: Whetzel, Brittney Completed By: Applicant - Brittney Whetzel Sent On: 7/7/2016 2:18pm CT Sent By: AJ6667 Completed: 7/11/2016 3:04pm CT

I-40-R(3)
Beaufort County School District
Acceptable Use Policy for Technology
Revised 05/21/12

The Beaufort County School District makes a variety of communication and information technologies available to authorized users. When properly used, these technologies promote the District's instructional and business purposes. Illegal, unethical, or inappropriate use can have significant negative consequences for the District, its students, and its employees. This policy is intended to minimize the likelihood of such harm by setting standards which protect the District, its users, its data, and its systems.

Scope

This policy governs the use of all electronic systems owned, provided, or subscribed to by the District, including computers and computer-like devices, mobile devices, voice and data communication systems, networks, software, and services. It applies to all users (students and adults) of these systems, on or off District property, at all times.

District employees, contractors, and vendors will sign this policy prior to account access. Students are bound by an opt-out mechanism: parents not wishing for their child to be allowed access to computer networks, Internet, or other communication services must so indicate in writing to the school's Principal.

Under certain circumstances, the use of personally-owned computing and communication devices may be allowed on District property. These non-District-owned devices access District services, networks, data, and services, and as such are bound by this policy. Such devices are the sole responsibility of the owners.

Guest user access can be arranged for lecturers, program presenters, or other event-based needs by arrangement with Technology Services. The Technology Services Help Desk can provide credentials for such users who are bound by this policy. Guest access is limited in terms of Internet and file access.

Network and Internet Usage

The District employs a variety of technology protection measures to secure and protect data and systems, including filtering Internet content. These protection measures are imperfect and cannot guarantee complete protection.

Access to Technology resources is made available to authorized users in support of the District's instructional and business processes only. Any use of these resources which interferes with these processes is prohibited.

Users of the District's technology systems assume all responsibility for use of the network access accounts issued to them, and for District technology assets issued to them or entrusted to their use and care.

The District prohibits the use of its resources to view, access, download, store, or transmit any material which is in violation of any District policy or rule, or violates any local, state, or federal law or regulation.

Prohibited material includes but is not limited to:

- * Obscenity or pornography
- * Threats against persons or property
- * Material which could reasonably be construed as harassing, bullying, or discriminatory
- * Material used to further any commercial business, political party, or other organization not specifically endorsed or supported by the District
- * Material protected by copyright or trade secret; plagiarism
- * Material which is potentially disruptive of the District's instructional and business processes, including viruses, malware, spam, and tools or software intended to bypass, interrupt, or disable District security, filtering, or data-protection measures

Acceptable Use Policy for Adults

For: Whetzel, Brittney Completed By: Applicant - Brittney Whetzel Sent On: 7/7/2016 2:18pm CT
Sent By: AJ6667 Completed: 7/11/2016 3:04pm CT

Prohibited activities include but are not limited to:

- * Attempts to access data or services to which the user has no District-defined need or permission
- * Attempts to bypass, interrupt, or disable District security, filtering, or data-protection measures; hacking
- * Use of a network access account other than that issued to you, or allowing \((by any means \) use of your account by anyone else; impersonation, misrepresentation of identity
- * Operating or using a non-District network on District property, such as rogue Wi-Fi, MiFi, mobile hot-spots, or other network technology
- * Attaching any personally-owned device to the District's wired network
- * Student use of a staff-owned personal device
- * Transmission or transportation of confidential or privileged data \((such as student information or records, personally-identifying information, District financial data, or personnel data\) without authorization, or via a means which make the data subject to loss
- * Use of District resources for personal monetary gain; conducting personal financial activities
- * Use of District resources to send unsolicited messages unrelated to District business, chain messages, spam, or bulk messages
- * Installing software not approved or allowed by Technology Services, particularly any which interfere with the intended operation of the system
- * Alteration of or damage to District resources

Personally Owned Devices

The District has a specific wireless network configured for the use of personally-owned laptops or mobile computing devices. When on District property, users of personally-owned devices may access only this wireless network and no other network. This network allows filtered access to Internet, and no access to the District's business network.

Personally-owned devices are permitted on District property, but may only be used at the direction of a teacher or school administrator. All use during the school or work day must be clearly related to instructional purposes. Administrators, Teachers, or Technology Services personnel may prohibit the use of personally-owned devices at any time.

Owners of these devices are solely responsible for the configuration, content, upkeep, and safety of their devices. The District will not assist with configuration, will not troubleshoot issues, and assumes no responsibility for function or safety.

Student Use of Electronic Communication Tools

Electronic communication tools, including, but not limited to, student email accounts, learning management platforms, or District-approved social networking sites, may be provided by the District. Students must abide by the guidelines established in this document while using all electronic communication tools. Students are only permitted to access email accounts provided by the district. Accessing personal email accounts is not allowed.

Student Internet access will be under the direction and guidance of a District staff member. In addition, all students in grades K-12 will receive instruction on Internet safety and cyberbullying each school year.

Confidentiality and Privacy

Information considered to be confidential or personal should not be transmitted via District systems except via means designed or approved for that purpose by Technology Services. The District assumes no responsibility for lost or stolen personal information sent or received via or stored on District systems.

Any data stored on or communication transmitted via its systems should not be considered private. The District maintains the right to examine this information at any time.

Acceptable Use Policy for Adults

For: Whetzel, Brittney Sent By: AJ6667

Completed By: Applicant - Brittney Whetzel

Sent On: 7/7/2016 2:18pm CT Completed: 7/11/2016 3:04pm CT

Violations and Consequences

Users who observe or become aware of violations of this policy are required to report them to a teacher, administrator, supervisor, or Technology Services immediately. Failure to do so is itself a violation of this policy.

Upon discovery of violations or threats to the proper function of District systems, Technology Services will act to protect data and systems. User account access may be suspended to isolate threats. Account suspension will be communicated to the Principal (in the case of student involvement), to the Supervisor and Human Resources (in the case of employee involvement), or to the sponsoring department (in the case of a vendor or contractor).

Violation of this policy by District employees may result in disciplinary action up to and including dismissal. Disciplinary action is the responsibility of Human Resources. Typically, a first violation may be met with a suspension of access privileges and a formal reprimand. Second or subsequent violations may be dealt with more severely.

Violation of this policy by students is within the scope of the Student Code of Conduct. The school's disciplinary process will be followed.

Violation of this policy by contractors, vendors, or other authorized users who are not District employees may result in revocation of access privilege or other consequence as defined by the District.

Exceptions:

Rapid advances in the state of technology and the District's interest in testing or evaluating new technologies may warrant temporary suspension of certain provisions of this policy. Technology Services will supervise and manage these exceptions during evaluation periods.

Technology Services personnel are exempt from certain provisions of this policy for diagnostic and troubleshooting purposes, provided these exceptions are within the scope of their professional responsibilities.

Limitation of Liability:

Beaufort County School District will not be responsible for damage or harm to persons, files, data, or hardware, including personally-owned devices.

The District employs security and filtering mechanisms and attempts to ensure their proper functioning, but can make no guarantee regarding their effectiveness.

I have read and understand the Beaufort County School District's Acceptable Use Policy for Technology.

* Date:

2016-07-11

Please type your name and then click the button to digitally sign:

Χ

Signed: Brittney Whetzel

Stamped: 7/11/2016 3:03:46 PM; 107.77.160.46;

Policy Acknowledgement Statement

For: Whetzel, Brittney Sent By: AJ6667 Completed By: Applicant - Brittney Whetzel

Sent On: 7/7/2016 2:18pm CT Completed: 7/11/2016 3:07pm CT

Human Resources Administrative Procedures and Policy Acknowledgement Statement IMPORTANT NOTICE

I, Brittney Whetzel

UNDERSTAND THAT IT IS MY RESPONSIBILITY TO LOCATE AND MAKE MYSELF FAMILIAR WITH THE DISTRICT PROCEDURES/POLICY INFORMATION LOCATED ON THE DIRSTICT'S WEBSITE AT:

WWW.BEAUFORT.K12.SC.US

I ACKNOWLEDGE THAT NOTHING CONTAINED IN THESE PROCEDURES/POLICIES OR ANY OTHER MANUAL OF BEAUFORT COUNTY SCHOOL DISTRICT CONSTITUTES OR CREATES AN EXPRESSED ON IMPLIED CONTRACT OF EMPLOYMENT. RATHER, THE PROCEDURE/POLICY INFORMATION SHOULD BE UNDERSTOOD AS A BRIEF DESCRIPTION OF THE BENEFITS OFFERED BY BEAUFORT COUNTY SCHOOL DISTRICT AND AN OVERVIEW OF THE PROCEDURES AND RULES.

I FURTHER ACKNOWLEDGE THAT THESE PROCEDURES/POLICIES SUPERCEDES ALL PREVIOUS PROCEDURES/POLICIES, MANUALS, HANDBOOKS, OR OTHER DOCUMENTS WHICH ADDRESS THE SAME SUBJECT MATTER AS THE PROCEDURES AND RULES CONTAINED IN THIS MANUAL.

ADDITIONALLY, THIS PROCEDURE/POLICY INFORMATION MAY BE MODIFIED OR ALTERED AT ANY TIME BY BEAUFORT COUNTY SCHOOL DISTRICT.

Date:

2016-07-11

Please type your name and then click the button to digitally sign:

Χ

Signed: Brittney Whetzel
Stamped: 7/11/2016 3:07:03 PM: 107.77.160.30:

Teacher Britany Whetzel			Contract level Formal	
District Beaufort County School District			School Battery Creek Hig	gh School
Grade level(s)/Subject area(s) English			Academ	ic year <u>2016-17</u>
[17] J. A. A. 20 (1995); Ann. Phys. B557 (1995); Appl. 26	ormance Stand sroom-Based T	C. Tar. 1 (1971) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Consensu	s Judgment
Domain :	Key Elements in the Domain (Preliminary)	Key Elements in the Domain (Final)	Breliminary	Final
Domain 1:	*11	*11	☐Exemplary [11]	☐Exemplary [11]
Planning	Total: 3	Total: <u>10</u>	☐Proficient [10]	⊠Proficient [10]
APS 1 APS 2	☐ Met (≥ 10)	⊠ Met (≥ 10)	☐Needs Improvement [4-9]	☐Needs Improvement [4-9]
APS 3	⊠ Not Met (≤ 9)	☐ Not Met (≤ 9)	⊠Unsatisfactory [0-3]	☐Unsatisfactory [0-3]
Domain 2:	*12	*12	□Exemplary [12]	⊠Exemplary [12]
Instruction	Total: <u>10</u>	Total:12	☐Proficient [11]	☐Proficient [11]
APS 4 APS 5	☐ Met (≥ 11)	⊠ Met (≥ 11)	⊠Needs Improvement[4-10]	☐Needs improvement [4-10]
APS 6 APS 7	⊠ Not Met (≤10)	☐ Not Met (≤10)	☐Unsatisfactory [0-3]	☐Unsatisfactory [0-3]
	*6	*6	☐Exemplary [6]	☐Exemplary [6]
Domain 3: Environment	Total: <u>5</u>	Total: <u>5</u>	⊠Proficient [5]	⊠Proficient [5]
APS 8	⊠ Met (> 5)	⊠ Met (≥ 5)	☐Needs Improvement [3-4]	☐Needs Improvement [3-4]
APS 9		☐ Not Met (≤ 4)	☐Unsatisfactory [0-2]	☐Uṇsatisfactory [0-2]
		at an	⊠Exemplary [5]	⊠Exemplary [5]
Domain 4:	* 5 Total: <u>5</u>	*5 Total: <u>5</u> ↓	☐Proficient [4]	☐Proficient [4]
Professionalism APS 10	⊠ Met (≥ 4)		☐Needs Improvement [3]	□ Needs Improvement [3]
APS 10	Not Met (≤ 3)		☐Unsatisfactory [0-2]	☐Unsatisfactory [0-2]
Overall Professional Practice Judgment An overall judgment of <i>met</i> indicates that the teacher achieves the criterion level in all four domains			Overall:Preliminary Professional Practice	Overall Final Professional Practice
,			□Exemplary	☐ Exemplary
Preliminary	Final	·	☐Proficient	⊠Proficient
☐ Met	⊠ Met		☐Needs Improvement	□Needs Improvement
⊠ Not Met	Not	viet	⊠Unsatisfactory	□Unsatisfactory
Judgment Decision Rules: Professional Practice (Observations) 1. Exemplary: Must score "exemplary" in all domains 2. Proficient: No ratings less than proficient in any domain 3. Needs Improvement: Any one domain rating of needs improvement without any ratings of unsatisfactory 4. Unsatisfactory: An unsatisfactory rating in any of the four domains				

Evaluators: By signing below, I verify that (1) SAFE-T was and (3) I am in agree	s properly implemented, (2) I was a ement with the above judgments.	full participant in the process,
Preliminary (Evaluators signature and date)	Final (Evaluators signature Elan Kokoko Xu Lahou Andrew	and date) 3/23/17 3/23/17 3/23/17
<u>Teacher</u> : By signing below, I verify that I have receive necessarily imply t	d the results of this summative eva that I agree with these results.	luation. My signature does not
Preliminary (Teacher's signature and date)	Final (Teacher's signature a	and date) 3/24/17
**************************************	**************************************	***********************
S	SLO Rating	
Student Growth (Sug) "Mid-Course Conference = Year long Sugs	Preliminary *Mid-Course Conference ≐ Year-Tong SL©s	Final
SLO Rating Percentage of Attainment Exemplary: 86% - 100% of students met or exceeded their growth goal [☐Exemplary ☐Proficient ☐Needs Improvement ☐Unsatisfactory ☐Mid-Course Conference	☐Exemplary ☐Proficient ☐Needs Improvement ☐Unsatisfactory
The signatures below verify that the educator	hasifeceived the results of the	sbove ŠLO: judgment:
iminary	Final	
cher's signature and date	Teacher's signature and da	te
inistrator's signature and date	Administrator's signature ar	nd date

APS 1; Long-Range Planning Domain 1: Planning APS 1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning. The teacher identifies appropriate student information; gives a sound explanation of the relevance of the student information to student learning; and shows insight into the use of the student information to guide planning. Final Rating for APS 1.A Preliminary Rating for APS 1.A Met (Based on preliminary LRP) ☐ Met Met (Based on new/revised LRP) Not Met Not Met (Based on new/revised LRP) Rationale for Preliminary APS 1.A Rating Rationale for Final APS 1.A Rating Ms. Whetzel's revised and new LRP documents address Appropriate data was reported, but not complete. MAP Scores and information on some student demographics gaps identified in the previous evaluation cycle. Both with respect to the data collected, and the use of that were included. However, more in-depth information data to inform goals and pacing it is clear that Ms. such as (but not limited to) interest inventory results, learning styles, socioeconomic status, and ability levels Whetzel has been very intentional with both identifying pertinent student data and using it to guide instructional (gifted and talented, SPED, etc) would have provided more definitive insight into the students and evidenced planning and practice the use of this information to guide planning. Ms. Whetzel does reference the need to adjust pacing for her classes, but does not provide specifics as to what this will look like. This would be easier and clearer if the data from only one of Ms. Whetzel's classes had been analyzed and fully discussed. APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students. The teacher identifies long-range goals that are accurate and appropriate; and provides a sound explanation to support conclusions regarding the most important goals for all students to achieve. Final Rating for APS 1.B Preliminary Rating for APS 1.B Met (Based on preliminary LRP) ☐ Met Met (Based on new/revised LRP) Not Met Not Met (Based on new/revised LRP) Rationale for Final APS 1.B Rating Rationale for Preliminary APS 1.B Rating Ms. Whetzel's revised and new LRP include expanded Ms. Whetzel listed the course content standards rather goals which are standards-based and are appropriate for than long-range goals for the selected class based on the the students she teaches. A sound explanation supports data she analyzed. Goals and standards are not the the narrative regarding the most important goals for same. Goals are needed for the class observed students to achieve. specifically. Both learning and developmental goals are essential.

APS 1.C The teacher identifies and sequences instaccomplishment of the long-range goals.	ructional units in a manner that facilitates	
The teacher		
 identifies units that are appropriate to the cor 	ntext and	
 presents a sound explanation for the unit seq 		
Preliminary Rating for APS 1.C	Final Rating for APS 1.C	
Met	Met (Based on preliminary LRP)	
⊠ Not Met	Met (Based on new/revised LRP)	
	Not Met (Based on new/revised LRP)	
Rationale for Preliminary APS 1.C Rating	Rationale for Final APS 1.C Rating	
Ms. Whetzel references that there are 4 units she will cover throughout the course, but only three are listed. She does not specifically answer the question of why the specific units are sequenced and scoped in the manner they are.	Revised and new LRP documents include specific scope and sequence information, and includes unit which are appropriate to the context.	
APS 1.D The teacher develops appropriate proces progress and achievement.	ses for evaluating and recording students'	
The teacher		
 establishes appropriate course assessments, e reporting overall progress and achievement; 	evaluation criteria for the course, and method(s) of	
 describes/maintains an appropriate record-ke 	eping system;	
 presents solid evidence for determining the a measuring student progress and achievement 	ppropriateness of the assessments in terms of ; and	
 presents a sound explanation of the methods students and their parents. 	for communicating the assessment information to	
Preliminary Rating for APS 1.D	Final Rating for APS 1.D	
☐ Met	☐ Met (Based on preliminary LRP)	
⋈ Not Met	☐ Met (Based on new/revised LRP)	
	Not Met (Based on new/revised LRP)	
Rationale for Preliminary APS 1.D Rating	Rationale for Final APS 1.D Rating	
Ms. Whetzel's plan for assessment does not include specific criteria used to grade assessments, including weights, categories, rubrics samples, and the like. Information for keeping stakeholders informed of student progress is also missing. A sound rationale for cultivating student ownership of the learning is included all the same. Ms. Whetzel has established appropriate course assessments, however, evaluation criteria is not consistent in articulating how skills attainment and mastery might be assessed. Solid evidence for the appropriateness of a given assessment is not consistently provided.		
APS 1.E The teacher plans appropriate procedure	es for managing the classroom.	
The teacher		
 presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and 		
presents a sound explanation of the most important considerations for maximizing instructional		

time.

Preliminary Rating for APS 1.E	Final Rating for APS 1.E
⊠ Met	☐ Met (Based on preliminary LRP)
☐ Not Met	Met (Based on new/revised LRP)
	☐ Not Met (Based on new/revised LRP)
Rationale for Preliminary APS 1.E Rating Ms. Whetzel includes appropriate descriptions of expectations for student behavior, and consequences for students who make poor choices. It is recommended, however, that Ms. Whetzel include a description of how PBIS might also be used to maintain positive classroom environments.	Rationale for Final APS 1.E Rating Ms. Whetzel again includes appropriate descriptions of expectations for student behavior, and consequences for students who make poor choices. Ms. Whetzel includes a thorough description of how PBIS and other strategies will be used to maintain a positive classroom environment.
Long-Range Plan (LRP) Requirement for the Final Evaluation Period A new/revised LRP is not required. A new/revised LRP is required. Comments	

Domain 1: Planning	APS 2: Short-Range Planning of Instruction
APS 2.A The teacher develops unit objectives that academic standards and long-range learning and	facilitate student achievement of appropriate developmental goals.
The teacher	
 identifies appropriate unit objectives; and 	
 gives a sound explanation of the relevance of interests. 	f these objectives to student learning needs and
Preliminary Rating for APS 2.A	Final Rating for APS 2.A
⊠ Met	Met (Based on preliminary UWS)
☐ Not Met	☐ Met (Based on new/revised UWS)
	☐ Not Met (Based on new/revised UWS)
Rationale for Preliminary APS 2.A Rating	Rationale for Final APS 2.A Rating
Appropriate unit objectives were identified, with a sound rationale of their relevance.	Appropriate unit objectives were identified, with a sound rationale of their relevance.

Domain 1: Planning	APS 2: Short-Range Planning of Instruction	
APS 2.B The teacher develops instructional plans resources that are appropriate for the particular s	that include content, strategies, materials, and tudents.	
The teacher	the state of the spits and	
 presents an appropriate, logically sequenced instructional plan for the unit; and provides a sound explanation of factors that must be taken into consideration in balancing grade-level standards/ expectations and individual students' needs, abilities, and developmental levels. 		
Preliminary Rating for APS 2.B	Final Rating for APS 2.B	
☐ Met	☐ Met (Based on preliminary UWS)	
⊠ Not Met	Met (Based on new/revised UWS)	
	☐ Not Met (Based on new/revised UWS)	
Rationale for Preliminary APS 2.B Rating The instructional plan is logically sequenced, but lacks specificity with respect to the strategies, materials and resources to be used. Further, factors to be considered when balancing student needs and grade-level standards were not explicitly discussed. Rationale for Final APS 2.B Rating The instructional plan is logically sequenced, and includes more details regarding strategies, materials resources to be used. Factors to be considered when balancing student needs and grade-level standards and addressed.		
APS 2.C The teacher routinely uses student performs instruction. The teacher makes appropriate determinations regarding to plans; and presents a solid rationale for making these determinations.	the need to make adjustments to the instructional	
Preliminary Rating for APS 2.C	☐ Met (Based on preliminary UWS)	
Not Met	✓ Met (Based on new/revised UWS)	
	Not Met (Based on new/revised UWS)	
Rationale for Preliminary APS 2.C Rating	Rationale for Final APS 2.C Rating	
Ms. Whetzel made appropriate determinations regarding the need to adjust instructional plans and included a sound rationale for doing so.	Again, Ms. Whetzel made appropriate determinations regarding the need to adjust instructional plans and included a sound rationale for doing so.	

Domain 1: Planning

APS 3: Planning Assessments and Using Data

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

The teacher

- develops and/or selects appropriate key unit assessments; and
- presents sound evidence that these assessments are valid and reliable for all students.

Domain 1: Planning	APS 3: Planning Assessments and Using Data	
Preliminary Rating for APS 3.A Met Not Met	Final Rating for APS 3.A Met (Based on preliminary UWS) Met (Based on new/revised UWS) Not Met (Based on new/revised UWS)	
Rationale for Preliminary APS 3.A Rating	Rationale for Final APS 3.A Rating	
No student data was included that provides evidence as to the reliability and validity of the assessments used in this unit.	Appropriate unit assessments were developed, with data provided to support the reliability and validity of the assessments used.	
APS 3.B At appropriate intervals, the teacher gat data and uses this information to guide instruction. The teacher	hers and accurately analyzes student performance nal planning.	
 ne teacher provides an appropriate and accurate analysi 	s of student performance, and	
displays sound reasoning in describing the w	ray(s) in which this information was helpful in and weaknesses as well as aspects of instruction that	
Preliminary Rating for APS 3.B	Final Rating for APS 3.B	
☐ Met	☐ Met (Based on preliminary UWS)	
⊠ Not Met	Met (Based on new/revised UWS)	
	Not Met (Based on new/revised UWS)	
Rationale for Preliminary APS 3.B Rating Ms. Whetzel includes a variety of means of assessing student performance throughout this unit. However, no student data was included that provides evidence as to the ways in which this information was used to determine students' strengths and weaknesses as well as aspects of instruction that needed to be modified.	Rationale for Final APS 3.B Rating An appropriate analysis of student performance was included, with sound reasoning provided regarding how the data will be used to guide and modify instruction.	
APS 3.C The teacher uses assessment data to assign reflect student progress and achievement.	gn grades (or other indicators) that accurately	
The teacher uses appropriate methods for determining str	ident grades (or other performance indicators) for the	
unit,	ident grades (or other performance indicators) for the	
 appropriately and accurately summarizes over 	erall student performance for the unit, and	
 provides a well-thought-out summary of the student performance. 	overall "success" of the unit, based on overall	
Preliminary Rating for APS 3.C	Final Rating for APS 3.C	
☐ Met	☐ Met (Based on preliminary UWS)	
·	• • •	
⊠ Not Met	Met (Based on new/revised UWS)	
⊠ Not Met	✓ Met (Based on new/revised UWS)✓ Not Met (Based on new/revised UWS)	
Not Met Rationale for Preliminary APS 3.C Rating		

Domain 1: Planning	APS 3: Planning Assessments and Using Data	
Unit Work Sample (UWS) Requirement for the Final Evaluation Period A new/revised UWS is not required. A new/revised UWS is required. Comments	supported summaries regarding the success of the unit were included.	
Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners	
APS 4.A The teacher establishes, communicates, a achievement. The teacher establishes appropriately high expectations for effectively communicates to the students (a) able to do) and (b) the overall purpose and rebe able to do it).		
Preliminary Rating for APS 4.A Met Not Met Rationale for Preliminary APS 4.A Rating Ms. Whetzel communicated the objectives the for the learning. It was written on the board, on the	Final Rating for APS 4.A Met Not Met Rationale for Final APS 4.A Rating Objectives and goals for learning were clearly communicated in all lessons observed, along with their	
presentation, and verbally communicated to students.	relevance and purpose. These were stated verbally, as well as written on the board and in Google Classroom.	
APS 4.B The teacher establishes, communicates, a participation. The teacher establishes appropriate expectations for stude effectively communicates to the students the lesson and (b) for accomplishing related assi	ent participation; and expectations (a) for student participation during the	
Preliminary Rating for APS 4.B Met Not Met	Final Rating for APS 4.B Met Not Met	
Rationale for Preliminary APS 4.B Rating Appropriate expectations for student participation were communicated and maintained. Students did exactly as they were instructed.	Rationale for Final APS 4.B Rating Appropriate expectations for student participation were communicated and maintained. In all lessons observed, students complied with all instructions and expectations.	

Domain	2:	Instruct	ion

APS 4: Establishing and Maintaining High Expectations for Learners

APS 4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher

- helps the students take ownership of the learning and become active agents in the learning process (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self- assessment, reflection, and higher level skills); and
- assists the students in developing strategies to compensate for their weaknesses when it is necessary.

Preliminary Rating for APS 4.C

Met Met

Not Met

Rationale for Preliminary APS 4.C Rating

The strategies used to scaffold the lesson were appropriate. Students were probed for understanding and support was provided as needed. However, there were some missed opportunities noted for students to take ownership of their learning and utilize higher order thinking skills. For example, in one lesson, the observer noted that students were not consistently held accountable for writing down the context clues that led to the definitions they derived for vocabulary words, even though this was prompted on the worksheet used. Doing this was a valuable opportunity to assess student understanding and to provide opportunities for more rigor and growth.

Final Rating for APS 4.C

Met Met

Not Met

Rationale for Final APS 4.C Rating

Scaffolding for lessons observed were appropriate. For example, in one lesson observed, Ms. Whetzel gave students notes and then examples. She also explained to assist them in understanding the difference and what each foreshadowing and flashback is. Students then wrote their own examples. She called on students to write their own examples or find them on Google. She held them accountable by constantly circulating. Students were able to assess their own progress on the vocabulary sentences if they finished, as the google doc scored their work and gave them the score immediately. Many students needed assistance understanding the meaning of terms. Ms. Whetzel and the SPED teacher circulated as students worked to provide them assistance with this.

Domain 2: Instruction	APS 5: Using Instructional Strategies to Facilitate Learning
APS 5.A The teacher uses appropriate ins	tructional strategies.
The teacher uses instructional strategies that	are
 appropriate for the content; and 	
 appropriate for the students. 	
Preliminary Rating for APS 5.A	Final Rating for APS 5.A
⊠ Met	⊠ Met
Not Met	Not Met

Domain 2: Instruction	APS 5: Using Instructional Strategies to Facilitate Learning		
Rationale for Preliminary APS 5.A Rating Strategies observed in all lessons were appropriate for the content and the students.	Rationale for Final APS 5.A Rating Strategies observed in all lessons were again appropriate for both the content and the students taught. During the lessons observed, Ms. Whetzel used whole group and individual instruction as needed to redirect and guide student work. Otherwise students worked independently.		
APS 5.B The teacher uses a variety of instructional The teacher uses a variety of instructional strategies (strategy for every lesson) to convey information; and involve and engage the students.			
Preliminary Rating for APS 5.B Met Not Met Rationale for Preliminary APS 5.B Rating While the use of strategies was appropriate, there were times when the strategies were not necessarily varied. In one lesson observed, there were missed opportunities for the use a different strategy to deepen student understanding. In another lesson, there were many examples of varying strategies to meet student needs. This inconsistency was duly noted.	Final Rating for APS 5.B Met Not Met Rationale for Final APS 5.B Rating In lessons observed, the strategies used were varied due to student needs, as well as in response to technical difficulties and challenges faced by students whose school-issued device either did not work or was not present in class.		
APS 5.C The teacher uses instructional strategies effectively. The teacher's effective use of instructional strategies results in meaningful student learning; and opportunities for all students to be engaged in the learning and to experience success.			
Preliminary Rating for APS 5.C Met Not Met	Final Rating for APS 5.C Met Not Met		

Domain 2: Instruction

Rationale for Preliminary APS 5.C Rating

There were several times when alternate strategies could have been used, or would have been more appropriate. For example, in a lesson in which students were defining vocabulary words using context clues, students were asked to select two words to create a four square. Additionally, students were not held accountable to complete the activity sheet as instructed by providing context clue evidence to support the definition they derived. The strategy of using context clues would have ensured more meaningful learning and mastery took place. Also, a lot of class time was devoted to creating a four square model, the purpose of which could have been more efficiently accomplished using technology. The lack of meaningful technology use was duly noted in most observations.

APS 5: Using Instructional Strategies to Facilitate Learning

Rationale for Final APS 5.C Rating

In each lesson observed, students were engaged and working according to the directions and expectations shared by Ms. Whetzel. In one lesson examples students shared were those that accurately identified foreshadowing and flashback. Several students that did finish the vocabulary practice scored 80% - 100% on it. Only a few students finished it totally. Ms. Whetzel and the SPED teacher both circulated and assisted students in understanding the meaning of the words. They used multiple examples that were related to information students may understand. For example, "failing grade is a catalyst to study."

Domain 2: Instruction

APS 6: Providing Content for Learners

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

The teacher

- provides content that is accurate and current;
- identifies and explains/demonstrates conceptual relationships and/or procedural steps; and
- recognizes and corrects content errors when they occur.

Preliminary Rating for APS 6.A

Met Met

Not Met

Rationale for Preliminary APS 6.A Rating

Ms. Whetzel provided content which was accurate and current, and no content errors were noted. Ms. Whetzel appeared to have an understanding of the content of the vocabulary terms in the lesson. She defined and identified them during the lesson, guided students in doing so, and referenced the EOC and the importance of words in context. It was not clear that Ms. Whetzel knew the specific way to communicate to students the process for identifying context clues to define words however. Students did not do this during the lesson consistently, as they did not write the clues on their sheet. Ms. Whetzel "spoke" the process she would use as she demonstrated it but did not provide a visual for students to do so. This would have been useful since this was an area students struggled. There are a number of on line resources that would be useful for students and teacher in this area including Read, Write Think (affiliated with NCTE); Reading Rockets; Power Up What Works.

Final Rating for APS 6.A

Met Met

Not Met

Rationale for Final APS 6.A Rating

In all lessons observed no content errors were observed. Ms. Whetzel was adept at establishing relationships between the content taught and the activities completed.

Domain 2: Instruction	APS 6: Providing Content for Learners		
APS 6.B The teacher provides appropriate content. The teacher			
 provides content that is appropriate to the learning; provides content that is appropriate to the learners; and 			
when possible, provides content that expands students' perspectives.			
Preliminary Rating for APS 6.B Met Not Met	Final Rating for APS 6.B Met Not Met		
Rationale for Preliminary APS 6.B Rating	Rationale for Final APS 6.B Rating		
Content was appropriate to learning. Ms. Whetzel used why questions in several observations to probe for student understanding. The content was appropriate to the learners.	Content was appropriate to learning and the learners. Ms. Whetzel used questions during the lessons observed to probe for student understanding. The content was appropriate to the learners.		
APS 6.C The teacher structures the content to pro	mote meaningful learning.		
The teacher			
 organizes the content in a logical sequence; 			
 makes the content relevant, meaningful, and applicable to the students; 			
 promotes higher level of knowledge and cogn clarifies the content when students exhibit di 	•		
Preliminary Rating for APS 6.C Final Rating for APS 6.C			
☐ Met	⊠ Met		
Not Met	☐ Not Met		
Rationale for Preliminary APS 6.C Rating Rationale for Final APS 6.C Rating			
The content was organized in a logical sequence, and the content was relevant, and related to the students' taking of the EOC. However, she was inconsistent in promoting higher order thinking and processing. For example, in one lesson, the content was presented to the students through packets and a word list. Connecting these words in context to longer literary or informational text is a best-practice way to organize vocabulary content. Higher level knowledge and skills would have / could have been enhanced in this manner and through the use of technology for accessing the content and using it	Content was organized logically, and the content was relevant. For example, in one instance, content was presented in the Power Point the teacher presented at the beginning of class and made available to students through Google slides. She also explained it and gave examples to make the meaning clear to students. Students were then to locate and write an example of flashback and foreshadowing themselves. Students had handouts of the vocabulary terms to reference. They also could utilize their devices for the content of these words.		

their synonyms and antonyms.

APS 7: Monitoring, Assessing, and **Domain 2: Instruction Enhancing Learning** APS 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies. The teacher maintains a constant awareness of student learning by engaging the students in activities such as discussions, projects, performances, assignments, and quizzes; using effective questioning techniques; and observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products. Final Rating for APS 7.A Preliminary Rating for APS 7.A Met Met Met Met Not Met Not Met Rationale for Final APS 7.A Rating Rationale for Preliminary APS 7.A Rating Ms. Whetzel circulated to continually monitor student Ms. Whetzel was consistent in circulating throughout all lessons observed. She provided feedback to students and learning throughout all lessons observed. She reviewed student work and used questioning to redirect student used that feedback to structure lessons. learning and to help students self-assess their own progress. Verbal and nonverbal cues were used to monitor as well. APS 7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction. The teacher makes appropriate decisions regarding the need to make adjustments during the lesson; and effectively implements any needed adjustments. Final Rating for APS 7.B Preliminary Rating for APS 7.B Met Met Met Met Not Met Not Met Rationale for Preliminary APS 7.B Rating Rationale for Final APS 7.B Rating Adjustments were made based on practicality. For Ms. Whetzel made appropriate decisions regarding the need to make adjustments during each of the lessons. example, students who did not have their tablets in the However, there were some times when utilizing classroom were able to complete classroom activities available technology resources might have been more from paper copies. efficient in obtaining formal and informal data which could have been used to guide instruction. APS 7.C The teacher enhances student learning by providing appropriate instructional feedback to students. The teacher provides feedback to students throughout the lesson; provides feedback to students on all significant student work; and

provides feedback that is accurate, constructive, substantive, specific, and timely.

Domain 2: Instruction	APS 7: Monitoring, Assessing, and Enhancing Learning		
Preliminary Rating for APS 7.C Met Not Met	Final Rating for APS 7.C		
Rationale for Preliminary APS 7.C Rating	Rationale for Final APS 7.C Rating		
Ms. Whetzel provided ample feedback to students throughout the lesson, and used questioning as a means of providing constructive feedback and encouraging student reflection throughout the lesson. For example: "What does that mean? Why do you say that? How do you know? Does that make sense?" She also gave examples. If a student said he/she didn't know how to do it or what the word was, Ms. Whetzel told students that she would do it with them. She gave them encouraging words such as, "I know this can be difficult but you can do it. Try your best."	In most observations, a lot of the feedback provided spoke to processes – ensuring students were getting tablets ready, staying off the phone, etc. However, substantive academic feedback was noted. Ms. Whetzel used probing questions to check for, and lead students to, understanding concepts. She also provided examples of what she was looking for in student work.		
Domain 3: Environment	APS 8: Maintaining an Environment		
Domain 5: Environment	That Promotes Learning		
APS 8.A The teacher creates and maintains the pl safe place that is conducive to learning.	ysical environment of his or her classroom as a		
The teacher creates and maintains a physical environ	ment that		
is safe; and			
 is conducive to learning. 	· · · · · · · · · · · · · · · · · · ·		
Preliminary Rating for APS 8.A			
	Final Rating for APS 8.A		
⊠ Met	Final Rating for APS 8.A		
⊠ Met □ Not Met	—		
	⊠ Met		

Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning		
APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.			
The teacher			
 displays confidence and enthusiasm; and 			
 maintains positive and respectful relationship 	os with and among the students.		
Preliminary Rating for APS 8.B	Final Rating for APS 8.B		
⊠ Met	Met		
Not Met	Not Met		
Rationale for Preliminary APS 8.B Rating	Rationale for Final APS 8.B Rating		
Ms. Whetzel demonstrates lots of energy and enthusiasm. It was evident in all three lessons observed that she works hard to remain respectful and maintain positive relationships with her students.	In all classroom observations, Ms. Whetzel was somewhat successful in maintaining a positive learning environment, combining 'tough love' with caring and kindness. However, there were times when her comments, while possibly well-intentioned, could be perceived as caustic. For example, "It needs to be sile Malik?" "Malik, get your assignment done now. Keving get that tablet open; there's no way you are done." "Do you want a 0 on your assignment? (to one student in class)" "This student is actually one who does her wor so keep up with your own work. Why don't you get a book bag. You are just a pile of papers. Look at these papers. Look at how crumpled up this is. It looks horrible." These types of statements were harsh and intermingled with encouragement. Ms. Whetzel should remain mindful of the potential impact of her words or the relationships with and among students.		
APS 8.C The teacher creates and maintains a cult	ure of learning in his or her classroom.		
The teacher			
 creates a culture of learning by facilitating in teamwork, and by being an active learner; an works to ensure that every student is a "learn 			
Preliminary Rating for APS 8.C	Final Rating for APS 8.C		
⊠ Met	Met		
☐ Not Met	☐ Not Met		
Rationale for Preliminary APS 8.C Rating	Rationale for Final APS 8.C Rating		
Her encouraging words motivated students to do the assignments and so did allowing them to work together. A strategy for academic conversations would have enhanced this collaboration. Inquisitiveness and higher order thinking were not emphasized consistently. For example, in one lesson vocabulary was presented in isolation. This would have been more effective if more relevance to the content were established.	Again, Ms. Whetzel blends tough love strategies with encouragement to maintain a culture of learning within her classroom and to ensure student remain motivated to learn.		

APS 9: Managing the Classroom Domain 3: Environment APS 9.A The teacher manages student behavior appropriately. The teacher establishes and communicates appropriate behavioral rules and consequences; maintains a constant awareness of events and activities in the classroom; uses effective preventive discipline techniques; and handles inappropriate behaviors in an effective and timely manner. Final Rating for APS 9.A Preliminary Rating for APS 9.A Met Met Met Met Not Met Not Met **Rationale for Final APS 9.A Rating** Rationale for Preliminary APS 9.A Rating In all observations, Ms. Whetzel was very clear in There were no specific inappropriate behaviors establishing her behavioral expectations. She used addressed – as there were none noted. It was evident proximity to keep students on task, used redirection and that students understood the expectation for behaviors, circulation to prevent inappropriate behaviors from as they responded appropriately for the most part and escalating, and dealt with student issues swiftly. quick to correct behaviors when redirected. APS 9.B The teacher makes maximal use of instructional time. The teacher ensures that the students are engaged in meaningful academic learning throughout the instructional period; and organizes the classroom in a manner that promotes a smooth flow of activity. Final Rating for APS 9.B Preliminary Rating for APS 9.B Met Met ☐ Met Not Met Not Met Rationale for Preliminary APS 9.B Rating Rationale for Final APS 9.B Rating Ms. Whetzel structured the lesson in such a way that It was noted that the pacing and structure of two of the pacing was brisk and smoother in flow than in lessons observed were slow. In one lesson, the activities chosen for students took up time that would have been observations during the previous cycle. She was circulated and continuously monitored the lesson to better served to be used elsewhere. For example, in one ensure students remained engaged meaningfully. lesson, students completed a context clue worksheet and a 2 square sheet on two different vocabulary terms during a 90 minute period. This vocabulary was not linked to reading or writing, informational text nor literary text. These two components, isolation of a vocabulary class and pacing of the lesson failed to maximize instructional time in this lesson. There also was no closure or summary for the lesson. Ms. Whetzel is an excellent encourager of her students. Coupling this with best practice strategies and not allowing encouragement to interfere with high expectations are recommended.

Domain 3: Environment APS 9: Managing the Classroom			
APS 9.C The teacher manages essential noninstructional routines in an efficient manner. The teacher promotes the smooth flow of noninstructional routines; and			
 manages transitions between activities or classes in an efficient and orderly manner. 			
Preliminary Rating for APS 9.C Met Not Met	Final Rating for APS 9.C Met Not Met		
Rationale for Preliminary APS 9.C Rating For the most part, Ms. Whetzel's management of her noninstructional routines was ideal. She informed students of time, asked them if they needed more time, and told them what materials were needed for the next activity. She managed transitions and routines seamlessly.	Ms. Whetzel transitioned efficiently from activity to activity. She was continually monitoring time, and reminded students of the time remaining on one activity before transitioning to another.		
Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities		
APS 10.A The teacher is an advocate for the students. The teacher works effectively with colleagues to help determine and meet individual student needs; and establishes appropriate professional relationships with others outside of the school to support the well-being of students.			
Preliminary Rating for APS 10.A Met Not Met Rationale for Preliminary APS 10.A Rating Ms. Whetzel collaborates with her colleagues and others to advocate for students. She believes in decisions that are made in the best interest of students.	Final Rating for APS 10.A Met Not Met Rationale for Final APS 10.A Rating Ms. Whetzel collaborates with her colleagues and others to advocate for students. She believes in decisions that are made in the best interest of students.		
APS 10.B The teacher works to achieve organizations and productive learning environment for The teacher is an active contributor to school initiatives; supports school-related organizations and active Preliminary Rating for APS 10.B Met Not Met	the students.		

Domain 4: Professionalism APS 10: Fulfilling Professional Responsibilities Rationale for Final APS 10.B Rating Rationale for Preliminary APS 10.B Rating Ms. Whetzel actively participates in professional Ms. Whetzel actively participates in professional learning community meetings. Her main focus is to learning community meetings. Her main focus is to collaborate with others to achieve the goals of our collaborate with others to achieve the goals of our organization organization. APS 10.C The teacher is an effective communicator. The teacher uses clear and correct oral and written language; and communicates effectively and regularly with parents. Final Rating for APS 10.C Preliminary Rating for APS 10.C Met Met Met Met Not Met Not Met **Rationale for Final APS 10.C Rating** Rationale for Preliminary APS 10.C Rating Ms. Whetzel's written and oral communication skills are Ms. Whetzel's written and oral communication skills are within professional expectations. within professional expectations. APS 10.D The teacher exhibits professional demeanor and behavior. The teacher maintains all required professional credentials; adheres to all Standards of Conduct for South Carolina Educators and maintains ethical standards: and demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely, and effective manner). Final Rating for APS 10.D Preliminary Rating for APS 10.D Met Met Met Met Not Met Not Met Rationale for Final APS 10.D Rating Rationale for Preliminary APS 10.D Rating Ms. Whetzel conducts herself professionally on a daily Ms. Whetzel conducts herself professionally on a daily basis. Her demeanor represents that of a person who basis. Her demeanor represents that of a person who would be described as a consummate team player. would be described as a consummate team player. APS 10.E The teacher is an active learner. The teacher accurately identifies his or her own professional strengths and weaknesses; sets appropriate professional development goals; and regularly seeks out, participates in, and contributes to activities that promote collaboration and

that support his or her continued professional growth.

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities
Preliminary Rating for APS 10.E	Final Rating for APS 10.E
	Met (Based on preliminary Professional Self-Assessment)
	Met (Based on new/revised Professional Self-Assessment)
	☐ Not Met
Rationale for Preliminary APS 10.E Rating	Rationale for Final APS 10.E Rating
Ms. Whetzel is a reflective practitioner who constantly strives to improve her practice. She is a consummate professional who readily collaborates with others and seeks new learning opportunities.	Ms. Whetzel is a reflective practitioner who constantly strives to improve her practice. She is a consummate professional who readily collaborates with others and seeks new learning opportunities.
Professional Self-Assessment (PSA) Requirement for the Final Evaluation Period A new/revised PSA is not required.	
A new/revised PSA is required.	
Comments	
	3 A Car Turning and
	d Areas for Improvement ional)
Preliminary Evaluation Period	Final Evaluation Period

Type of Plan 🔀 Prelimin	nary	'ear ☐ Summ	er Plan	
Teacher B. Whetzel		Grade(s	s)/Subject(s) English	· · · · · · · · · · · · · · · · · · ·
District Beaufort County Scho	ols	Şchool	BCHS	
MentorC. Bernhisel(Required for Annual C	antroof to only and a			
SAFE-T ChairpersonE.Th				
Assistance Activities		Date	Teacher's Initials	SAFE-T Chairperson's Initials
Initial conference to develop P	GD plan	12/16/16	BAW	£)——
Beginning date for implementi	ng plan	1/4/16	BAW	&J
Ending date for implementing	plan	1/31/16	BAW	8
	Area(s) To Be Addressed			
	<u>Plan mu</u>	st address all APSs	s that were judged No	ot Met
Planning	APS 1 APS 2 APS 3	Long-Range Planning Short-Range Planning Planning, Developme		ents
	☐ APS 4	Establishing and Mair	ntaining High Expectation	ns for Learners
Instruction	☐ APS 5 ☐ APS 6 ☐ APS 7	APS 6 Providing Content for Learners		rning
	☐ APS 8	Maintaining an Envi	ronment that Promotes L	earning
Classroom Environment	⊠ APS 9	Managing the Class	room	
Professionalism	☐ APS 10	Fulfilling Professiona	al Responsibilities	
The signatures below verify that the teacher has received written and oral explanations regarding the Competence-Building Professional Growth and Development Plan.				
Teacher Teacher		Dat	e 121 16 [[[0
SAFE-T Chair Double	e thop	Date	· 12/14/10	10

 Goal for APS 2: Short-Range Planning of Instruction To facilitate student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making. 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals. X_2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students. 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.
• Strategies (to be implemented with assistance and support from the assigned mentor) ⊠ Ms. Whetzel will work with the Instructional Coach and her Mentor to devise goals and for students based on performance and benchmark data. ⊠ Ms. Whetzel will work with instructional coach and a district tech coach to devise strategies to be incorporated in her instructional plans that include technology. □ □ □
• Evidence (to be considered in determining progress/goal accomplishment) ☑ Ms. Whetzel will submit a new UWS. ☐ ☐ ☐ ☐
 Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) The educator has met the above goal. The educator is making satisfactory progress toward achieving this goal. The educator is not making satisfactory progress toward achieving this goal. Other/comments:

Goal for APS 3: Planning Assessments and	· -
To facilitate student achievement by assessing and analyzing student performance and using this information to determine student progress and guide instructional planning.	
_X3.A The teacher develops/selects and administers a variety of appropriate assessmentsX3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning. X 3.C The teacher uses assessment data to assign grades (or other indicators) that	
accurately reflect student progress and achievement.	
Strategies (to be implemented with assistance)	e and support from the assigned mentor)
See 2A	
	The state of the s
Evidence (to be considered in determining progress/goal accomplishment) See 2A	
• Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) X The educator has met the above goal.	
☐ The educator has <i>met</i> the above goal. ☐ The educator is making <i>satisfactory progress</i> toward achieving this goal.	
The educator is <i>not</i> making satisfactory pro Other/comments:	gress toward achieving this goal.
	-

 Goal for APS 5: Using Instructional Strategies to Facilitate Learning To promote student learning through the effective use of appropriate instructional strategies. 5.A The teacher uses appropriate instructional strategies. 5.B The teacher uses a variety of instructional strategies. X_5.C The teacher uses instructional strategies effectively. 			
Strategies (to be implemented with assistance and support from the assigned mentor) Ms. Whetzel will work with instructional coach and a district tech coach to devise strategies to be incorporated in her instructional plans that include technology.			
Evidence (to be considered in determining progress/goal accomplishment) U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U			
• Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) **The educator has met the above goal.			
 The educator is making satisfactory progress toward achieving this goal. The educator is not making satisfactory progress toward achieving this goal. Other/comments: 			

Goal for APS 6: Providing Content for Learners To demonstrate a thorough knowledge and understanding of the content of the discipline. 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches. 6.B The teacher provides appropriate content. X6.C The teacher structures the content to promote meaningful learning.
Strategies (to be implemented with assistance and support from the assigned mentor) Ms. Whetzel will work with her instructional coach to plan and co-teach a lesson with specific focus on content structure.
• Evidence (to be considered in determining progress/goal accomplishment) Reflection on the lesson, it's implementation, and new learning.
• Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) The educator has met the above goal. The educator is making satisfactory progress toward achieving this goal. The educator is not making satisfactory progress toward achieving this goal. Other/comments:

Goal for APS 9: Managing the Classroom
To maximize instructional time by efficiently managing student behavior, instructional routines, and essential noninstructional tasks.
9.A The teacher manages student behavior appropriately.
X_9.B The teacher makes maximal use of instructional time. 9.C The teacher manages essential noninstructional routines in an efficient manner.
9.0 The teacher manages essential nonlinstructional routines in an enicient manner.
Strategies (to be implemented with assistance and support from the assigned mentor)
Ms. Whetzel will work with her instructional coach to plan and co-teach a lesson with specific focus on content structure. □
Evidence (to be considered in determining progress/goal accomplishment) Reflection on the lesson, its implementation, and new learning.
• Final performance review: (to be completed by the SAFE-T team on the basis of the evidence)
☐ The educator has <i>met</i> the above goal. ☐ The educator is making <i>satisfactory progress</i> toward achieving this goal.
The educator is making satisfactory progress toward achieving this goal.
Other/comments:

Teacher Brita	ny Whetzel		Contract level	Formal		
District Beaufort County School District		School Battery	Creek High	School		
Grade level(s)/S	ubject area(s)	English		Academic	year	2016-17
	ormance Standa sroom-Based T		c	onsensus	Judgm	ent
Domain	Key Elements in the Domain (Preliminary)	Key Elements in the Domain (Final)	Preliminary			Final
Domain 1: Planning APS 1 APS 2 APS 3	*11 Total: <u>3</u> ☐ Met (≥ 10) ☑ Not Met (≤ 9)	*11 Total: ☐ Met (≥ 10) ☐ Not Met (≤ 9)	☐Exemplary [11] ☐Proficient [10] ☐Needs Improvem ☑Unsatisfactory [0	nent [4-9]	☐Profic	plary [11] ient [10] improvement [4-9] isfactory [0-3]
Domain 2: Instruction APS 4 APS 5 APS 6 APS 7	*12 Total: <u>10</u> ☐ Met (≥ 11) ☑ Not Met (≤10)	*12 Total:	□Exemplary [12] □Proficient [11] ⊠Needs Improvem □Unsatisfactory [6	ent[4-10]	□Profic	olary [12] ient [11] Improvement [4-10] isfactory [0-3]
Domain 3: Environment APS 8 APS 9	*6 Total: <u>5</u>	*6 Total: Met (≥ 5) Not Met (≤ 4)	□Exemplary [6] ☑Proficient [5] □Needs Improvem □Unsatisfactory [6]	ent [3-4]	□Needs	plary [6] ient [5] Improvement [3-4] isfactory [0-2]
Domain 4: Professionalism APS 10	*5 Total: <u>5</u>	*5 Total: Met (≥ 4) Not Met (≤ 3)	⊠Exemplary [5] □Proficient [4] □Needs Improvem □Unsatisfactory [6]	ent [3]	☐Profic	plary [5] ient [4] improvement [3] isfactory [0-2]
An overall judgm	ofessional Practice ent of <i>met</i> indicates criterion level in all	s that the teacher	Overall Prelimi Professional Pra			Overall Final essional Practice
Preliminary ☐ Met ☑ Not Met	Final ☐ Met ☐ Not	Met ₁	□Exemplary □Proficient □Needs Improveme □Unsatisfactory	11		
Judgment Decision Rules: Professional Practice (Observations) 1. Exemplary: Must score "exemplary" in all domains 2. Proficient: No ratings less than proficient in any domain 3. Needs Improvement: Any one domain rating of needs improvement without any ratings of unsatisfactory 4. Unsatisfactory: An unsatisfactory rating in any of the four domains						

	ment with the above judgments. Final (Evaluators signature	and date)
Preliminary (Evaluators signature and date)	Final (Evaluators signature	anu uate)
Elade 1 She 13/15/14	the state of the s	
Qa John 12/15/16	,	
12/15/14		
and forgrand 15/18		
<u>Teacher</u> : By signing below, I verify that I have received necessarily imply the	d the results of this summative eva hat I agree with these results.	luation. My signature does not
Preliminary (Feacher's signature and date)	Final (Teacher's signature a	and date)
V V/)	The state of the s	
		•
**************************************	**************	*************
For record-k	eeping purposes only	
s	LO Rating	
Student Growth	Preliminary	Final
(SLO) *Mid-Course Conference = Year long SLOs	*Mid-Course Conference = Year-long SLOs	l mai
SLO Rating Percentage of Attainment	☐Exemplary	
xemplary: 86% - 400% of students met or exceeded heir growth goal LofI		□Exemplary
Proficient: 70% - 85% of students met or exceeded their	□Proficient	□Proficient
prowth goal [of] Needs Improvement: 40% - 69% of students met or	☐Needs Improvement	☐Needs Improvement
exceeded their growth goal [of]	□Unsatisfactory	☐Unsatisfactory
Insatisfactory: Fewer than 40% of students met or	Mid-Course Conference	
exceeded their growth goal [of]		
	المساعة في المساول الم	ahawa Sha ludamant
The signatures below verify that the educato	r has received the results of the	aneve ere judgment
The state of the s		
minary A	Final	
mirrary A	Final Teacher's signature and d	

Domain 1: Planning APS 1: Long-Range Planning			
APS 1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.			
The teacher			
 identifies appropriate student information; 			
	the student information to student learning; and		
 shows insight into the use of the student info 	rmation to guide planning.		
Preliminary Rating for APS 1.A Final Rating for APS 1.A			
☐ Met	☐ Met (Based on preliminary LRP)		
⊠ Not Met	☐ Met (Based on new/revised LRP)		
	Not Met (Based on new/revised LRP)		
Rationale for Preliminary APS 1.A Rating	Rationale for Final APS 1.A Rating		
Appropriate data was reported, but not complete. MAP Scores and information on some student demographics were included. However, more in-depth information such as (but not limited to) interest inventory results, learning styles, socioeconomic status, and ability levels (gifted and talented, SPED, etc) would have provided more definitive insight into the students and evidenced the use of this information to guide planning. Ms. Whetzel does reference the need to adjust pacing for her classes, but does not provide specifics as to what this will look like. This would be easier and clearer if the data from only one of Ms. Whetzel's classes had been analyzed and fully discussed.			
APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.			
The teacher			
• identifies long-range goals that are accurate and appropriate; and			
 provides a sound explanation to support conclusions regarding the most important goals for all students to achieve. 			
Preliminary Rating for APS 1.B	Final Rating for APS 1.B		
Met	Met (Based on preliminary LRP)		
Not Met	☐ Met (Based on new/revised LRP)		
NA LIGHT MACE	Not Met (Based on new/revised LRP)		
Rationale for Preliminary APS 1.B Rating	Rationale for Final APS 1.B Rating		
Ms. Whetzel listed the course content standards rather than long-range goals for the selected class based on the data she analyzed. Goals and standards are not the same. Goals are needed for the class observed specifically. Both learning and developmental goals are essential.			

APS 1.C The teacher identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals.			
The teacher			
 identifies units that are appropriate to the cor 	ntext: and		
presents a sound explanation for the unit seq			
Preliminary Rating for APS 1.C	Final Rating for APS 1.C Met (Based on preliminary LRP)		
Met	· · · · · · · · · · · · · · · · · · ·		
⊠ Not Met	Met (Based on new/revised LRP)		
	Not Met (Based on new/revised LRP)		
Rationale for Preliminary APS 1.C Rating	Rationale for Final APS 1.C Rating		
Ms. Whetzel references that there are 4 units she will			
cover throughout the course, but only three are listed.			
She does not specifically answer the question of why the specific units are sequenced and scoped in the manner			
they are.			
	ges for evaluating and recording students'		
APS 1.D The teacher develops appropriate proces	ses for evaluating and recording students		
progress and achievement.			
The teacher	turning oritoria for the course and method(s) of		
 establishes appropriate course assessments, e reporting overall progress and achievement; 	evaluation criteria for the course, and method(s) of		
	ening system.		
describes/maintains an appropriate record-ke	paraprioteness of the assessments in terms of		
measuring student progress and achievement	ppropriateness of the assessments in terms of		
illeasuring student progress and demovement	for communicating the assessment information to		
 presents a sound explanation of the methods for communicating the assessment information to students and their parents. 			
Preliminary Rating for APS 1.D	Final Rating for APS 1.D		
Met	☐ Met (Based on preliminary LRP)		
Not Met	☐ Met (Based on new/revised LRP)		
	Not Met (Based on new/revised LRP)		
Rationale for Preliminary APS 1.D Rating	Rationale for Final APS 1.D Rating		
Ms. Whetzel's plan for assessment does not include			
specific criteria used to grade assessments, including			
weights, categories, rubrics samples, and the like.			
Information for keeping stakeholders informed of			
student progress is also missing. A sound rationale for cultivating student ownership of the learning is included			
all the same.			
APS 1.E The teacher plans appropriate procedures for managing the classroom.			
The teacher			
presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and			
 presents a sound explanation of the most important considerations for maximizing instructional 			

Preliminary Rating for APS 1.E	Final Rating for APS 1.E Met (Based on preliminary LRP) Met (Based on new/revised LRP) Not Met (Based on new/revised LRP) Rationale for Final APS 1.E Rating
Rationale for Preliminary APS 1.E Rating Ms. Whetzel includes appropriate descriptions of expectations for student behavior, and consequences for students who make poor choices. It is recommended, however, that Ms. Whetzel include a description of how PBIS might also be used to maintain positive classroom environments.	Rationale for Pinar At 5 112 Ruting
Long-Range Plan (LRP) Requirement for the Final Evaluation Period A new/revised LRP is not required. A new/revised LRP is required. Comments	
	APS 2: Short-Range Planning of Instruction
Domain 1: Planning APS 2.A The teacher develops unit objectives that academic standards and long-range learning and The teacher identifies appropriate unit objectives; and gives a sound explanation of the relevance of interests.	facilitate student achievement of appropriate
Preliminary Rating for APS 2.A Met Not Met	Final Rating for APS 2.A Met (Based on preliminary UWS) Met (Based on new/revised UWS) Not Met (Based on new/revised UWS)
Rationale for Preliminary APS 2.A Rating Appropriate unit objectives were identified, with a sound rationale of their relevance.	Rationale for Final APS 2.A Rating

Domain 1: Planning	APS 2: Short-Range Planning of Instruction		
APS 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.			
The teacher • presents an appropriate, logically sequenced	instructional plan for the unit; and		
 provides a sound explanation of factors that must be taken into consideration in balancing grade-level standards/ expectations and individual students' needs, abilities, and developmental levels. 			
Preliminary Rating for APS 2.B	Final Rating for APS 2.B		
☐ Met	☐ Met (Based on preliminary UWS)		
⋈ Not Met	☐ Met (Based on new/revised UWS)		
	☐ Not Met (Based on new/revised UWS)		
Rationale for Preliminary APS 2.B Rating	Rationale for Final APS 2.B Rating		
The instructional plan is logically sequenced, but lacks specificity with respect to the strategies, materials and resources to be used. Further, factors to be considered when balancing student needs and grade-level standards were not explicitly discussed.	·		
APS 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.			
The teacher			
 makes appropriate determinations regarding the need to make adjustments to the instructional plans; and 			
 presents a solid rationale for making these de 			
Preliminary Rating for APS 2.C	Final Rating for APS 2.C		
⊠ Met	Met (Based on preliminary UWS)		
☐ Not Met	Met (Based on new/revised UWS)		
•	☐ Not Met (Based on new/revised UWS)		
Rationale for Preliminary APS 2.C Rating	Rationale for Final APS 2.C Rating		
Ms. Whetzel made appropriate determinations regarding			
the need to adjust instructional plans and included a sound rationale for doing so.			
Domain 1: Planning	APS 3: Planning Assessments and Using Data		
APS 3.A The teacher develops/selects and adminis	sters a variety of appropriate assessments.		

The teacher develops and/or selects appropriate key unit assessments; and

- presents sound evidence that these assessments are valid and reliable for all students.

Domain 1: Planning	APS 3: Planning Assessments and Using Data		
Preliminary Rating for APS 3.A Met Not Met Rationale for Preliminary APS 3.A Rating	Final Rating for APS 3.A Met (Based on preliminary UWS) Met (Based on new/revised UWS) Not Met (Based on new/revised UWS) Rationale for Final APS 3.A Rating		
No student data was included that provides evidence as to the reliability and validity of the assessments used in this unit.			
APS 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.			
 The teacher provides an appropriate and accurate analysis of student performance, and displays sound reasoning in describing the way(s) in which this information was helpful in determining individual students' strengths and weaknesses as well as aspects of instruction that need to be modified. 			
Preliminary Rating for APS 3.B Met Not Met	Final Rating for APS 3.B Met (Based on preliminary UWS) Met (Based on new/revised UWS) Not Met (Based on new/revised UWS)		
Rationale for Preliminary APS 3.B Rating Ms. Whetzel includes a variety of means of assessing student performance throughout this unit. However, no student data was included that provides evidence as to the ways in which this information was used to determine students' strengths and weaknesses as well as aspects of instruction that needed to be modified.	Rationale for Final APS 3.B Rating		
APS 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement. The teacher uses appropriate methods for determining student grades (or other performance indicators) for the unit, appropriately and accurately summarizes overall student performance for the unit, and provides a well-thought-out summary of the overall "success" of the unit, based on overall student performance.			
Preliminary Rating for APS 3.C Met Not Met	Final Rating for APS 3.C Met (Based on preliminary UWS) Met (Based on new/revised UWS) Not Met (Based on new/revised UWS)		
Rationale for Preliminary APS 3.C Rating Student performance summaries were generalized, lacking specificity and supporting data.	Rationale for Final APS 3.C Rating		

Domain 1: Planning	APS 3: Planning Assessments and Using Data		
Unit Work Sample (UWS) Requirement for the Final Evaluation Period A new/revised UWS is not required. A new/revised UWS is required. Comments			
Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners		
APS 4.A The teacher establishes, communicates, and maintains high expectations for student achievement. The teacher establishes appropriately high expectations for student achievement; and effectively communicates to the students (a) what they are expected to learn (i.e., to know and be able to do) and (b) the overall purpose and relevance (i.e., why they are expected to know and/or be able to do it).			
Preliminary Rating for APS 4.A Met Not Met	Final Rating for APS 4.A Met Not Met		
Rationale for Preliminary APS 4.A Rating Ms. Whetzel communicated the objectives the for the learning. It was written on the board, on the presentation, and verbally communicated to students.	Rationale for Final APS 4.A Rating		
APS 4.B The teacher establishes, communicates, a participation. The teacher establishes appropriate expectations for stud-	•		
effectively communicates to the students the expectations (a) for student participation during the lesson and (b) for accomplishing related assignments and tasks.			
Preliminary Rating for APS 4.B Met Not Met	Final Rating for APS 4.B Met Not Met		
Rationale for Preliminary APS 4.B Rating Appropriate expectations for student participation were communicated and maintained. Students did exactly as they were instructed.	Rationale for Final APS 4.B Rating		

Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners		
APS 4.C The teacher helps students assume responsible. The teacher helps the students take ownership of the learn process (e.g., by making the learning relevant opportunities for students to engage in self-assists the students in developing strategies to necessary.	ning and become active agents in the learning to the students, using scaffolding, providing assessment, reflection, and higher level skills); and		
Preliminary Rating for APS 4.C Met Not Met	Final Rating for APS 4.C Met Not Met		
Rationale for Preliminary APS 4.C Rating The strategies used to scaffold the lesson were appropriate. Students were probed for understanding and support was provided as needed. However, there were some missed opportunities noted for students to take ownership of their learning and utilize higher order thinking skills. For example, in one lesson, the observer noted that students were not consistently held accountable for writing down the context clues that led to the definitions they derived for vocabulary words, even though this was prompted on the worksheet used. Doing this was a valuable opportunity to assess student understanding and to provide opportunities for more rigor and growth.	Rationale for Final APS 4.C Rating		
Domain 2: Instruction APS 5: Using Instructional Strategies to Facilitate Learning			
APS 5.A The teacher uses appropriate instructional strategies. The teacher uses instructional strategies that are appropriate for the content; and appropriate for the students.			
Preliminary Rating for APS 5.A Met Not Met Rationale for Preliminary APS 5.A Rating Strategies observed in all lessons were appropriate for	Final Rating for APS 5.A Met Not Met Rationale for Final APS 5.A Rating		

APS 5: Using Instructional Strategies to Facilitate Learning		
I strategies. that is, the teacher does not always rely on the same		
Final Rating for APS 5.B Met Not Met Rationale for Final APS 5.B Rating		
APS 5.C The teacher uses instructional strategies effectively. The teacher's effective use of instructional strategies results in meaningful student learning; and opportunities for all students to be engaged in the learning and to experience success.		
Final Rating for APS 5.C Met Not Met Rationale for Final APS 5.C Rating		

Domain 2: Instruction

Domain 2: Instruction	APS 6: Providing Content for Learners	
APS 6.A The teacher demonstrates a thorough co	ommand of the discipline that he or she teaches.	
The teacher		
 provides content that is accurate and current; 		
	ptual relationships and/or procedural steps; and	
 recognizes and corrects content errors when t 	they occur.	
Preliminary Rating for APS 6.A	Final Rating for APS 6.A	
⊠ Met	☐ Met	
☐ Not Met	☐ Not Met	
Rationale for Preliminary APS 6.A Rating	Rationale for Final APS 6.A Rating	
Ms. Whetzel provided content which was accurate and		
current, and no content errors were noted. Ms. Whetzel appeared to have an understanding of the content of the	f	
vocabulary terms in the lesson. She defined and		
identified them during the lesson, guided students in		
doing so, and referenced the EOC and the importance of words in context. It was not clear that Ms. Whetzel knew		
the specific way to communicate to students the process		
for identifying context clues to define words however.		
Students did not do this during the lesson consistently, as they did not write the clues on their sheet. Ms.		
Whetzel "spoke" the process she would use as she		
demonstrated it but did not provide a visual for students		
to do so. This would have been useful since this was an area students struggled. There are a number of on line		
resources that would be useful for students and teacher		
in this area including Read, Write Think (affiliated with		
NCTE); Reading Rockets; Power Up What Works.		
APS 6.B The teacher provides appropriate conten	t.	
The teacher		
 provides content that is appropriate to the lea 	rning;	
provides content that is appropriate to the lea		
 when possible, provides content that expands 	when possible, provides content that expands students' perspectives.	
Preliminary Rating for APS 6.B	Final Rating for APS 6.B	
⊠ Met	Met	
☐ Not Met	☐ Not Met	
Rationale for Preliminary APS 6.B Rating	Rationale for Final APS 6.B Rating	
Content was appropriate to learning. Ms. Whetzel used		
why questions in several observations to probe for		
student understanding. The content was appropriate to the learners.		

Domain 2: Instruction	APS 6: Providing Content for Learners	
APS 6.C The teacher structures the content to pro	omote meaningful learning.	
The teacher		
 organizes the content in a logical sequence; 		
 makes the content relevant, meaningful, and 		
 promotes higher level of knowledge and cog 		
 clarifies the content when students exhibit di 	fficulties.	
Preliminary Rating for APS 6.C	Final Rating for APS 6.C	
	☐ Met	
Not Met	☐ Not Met	
Rationale for Preliminary APS 6.C Rating	Rationale for Final APS 6.C Rating	
of the EOC. However, she was inconsistent in promoting higher order thinking and processing. For example, in one lesson, the content was presented to the students through packets and a word list. Connecting these words in context to longer literary or informational text is a best-practice way to organize vocabulary content. Higher level knowledge and skills would have / could have been enhanced in this manner and through the use of technology for accessing the content and using it.		
Domain 2: Instruction	APS 7: Monitoring, Assessing, and Enhancing Learning	
APS 7.A The teacher continually monitors studen	t learning during instruction by using a variety of	
informal and formal assessment strategies.		
The teacher maintains a constant awareness of stude	nt learning by	
quizzes;	scussions, projects, performances, assignments, and	
 using effective questioning techniques; and 	. I I I I I I I I I I I I I I I I I I I	
 observing/listening to and analyzing student inquiries, approaches to the task, performance 	s' verbal and nonverbal responses and reactions, ces, and final products.	
Preliminary Rating for APS 7.A	Final Rating for APS 7.A	
⊠ Met	☐ Met	
Not Met	☐ Not Met	

Domain 2: Instruction	APS 7: Monitoring, Assessing, and Enhancing Learning	
Rationale for Preliminary APS 7.A Rating Ms. Whetzel was consistent in circulating throughout all lessons observed. She provided feedback to students and used that feedback to structure lessons.	Rationale for Final APS 7.A Rating	
APS 7.B The teacher enhances student learning by assessments to guide instruction. The teacher makes appropriate decisions regarding the new effectively implements any needed adjustments.	eed to make adjustments during the lesson; and	
Preliminary Rating for APS 7.B Met Not Met	Final Rating for APS 7.B Met Not Met Rationale for Final APS 7.B Rating	
Rationale for Preliminary APS 7.B Rating Ms. Whetzel made appropriate decisions regarding the need to make adjustments during each of the lessons. However, there were some times when utilizing available technology resources might have been more efficient in obtaining formal and informal data which could have been used to guide instruction.	Rationale for Final ATS 7.15 Rating	
APS 7.C The teacher enhances student learning by providing appropriate instructional feedback to students. The teacher provides feedback to students throughout the lesson; provides feedback to students on all significant student work; and provides feedback that is accurate, constructive, substantive, specific, and timely.		
Preliminary Rating for APS 7.C Met Not Met	Final Rating for APS 7.C Met Not Met	
Rationale for Preliminary APS 7.C Rating Ms. Whetzel provided ample feedback to students throughout the lesson, and used questioning as a means of providing constructive feedback and encouraging student reflection throughout the lesson. For example: "What does that mean? Why do you say that? How do you know? Does that make sense?" She also gave examples. If a student said he/she didn't know how to do it or what the word was, Ms. Whetzel told students that she would do it with them. She gave them encouraging words such as, "I know this can be difficult but you can do it. Try your best."	Rationale for Final APS 7.C Rating	

Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning	
APS 8.A The teacher creates and maintains the pl safe place that is conducive to learning.	hysical environment of his or her classroom as a	
The teacher creates and maintains a physical environ	ment that	
is safe; and		
 is conducive to learning. 		
Preliminary Rating for APS 8.A	Final Rating for APS 8.A	
⊠ Met	☐ Met	
☐ Not Met	☐ Not Met	
Rationale for Preliminary APS 8.A Rating	Rationale for Final APS 8.A Rating	
Ms. Whetzel creates an environment that is safe and conducive to learning. The desks are in rows that are facing each other on a portion of the room. Students are encouraged to move the desks to work together during a portion of the lesson. All students can see and hear from any position in the room. There are a few anchor charts on types of conflict at the back of the room. Students assisted in creating them, as they are organized like charts and contain student handwriting with examples and quotes from text. The teacher has the agenda and objective on the board and uses the Promethean Board at the front of the room for information and examples. Supplies are handy for students on a table at the front of the room.		
APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.		
The teacher		
 displays confidence and enthusiasm; and maintains positive and respectful relationship 	as with and among the students	
adinasinaanon niimaa linkoona on annan alaman alaman alaman alaman annan annan annan annan annan annan annan a		
Preliminary Rating for APS 8.B	Final Rating for APS 8.B	
⊠ Met	Not Met	
Not Met	•	
Rationale for Preliminary APS 8.B Rating	Rationale for Final APS 8.B Rating	
Ms. Whetzel demonstrates lots of energy and enthusiasm. It was evident in all three lessons observed that she works hard to remain respectful and maintain positive relationships with her students.		
APS 8.C The teacher creates and maintains a cult	ure of learning in his or her classroom.	
The teacher		
 creates a culture of learning by facilitating ir teamwork, and by being an active learner; ar 	equisitive, motivation to learn, cooperation, and and	
works to ensure that every student is a "learn	ner."	

Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning		
Preliminary Rating for APS 8.C	Final Rating for APS 8.C		
Met	☐ Met		
Not Met	Not Met		
Rationale for Preliminary APS 8.C Rating	Rationale for Final APS 8.C Rating		
Her encouraging words motivated students to do the assignments and so did allowing them to work together.			
A strategy for academic conversations would have			
enhanced this collaboration. Inquisitiveness and higher			
order thinking were not emphasized consistently. For			
example, in one lesson vocabulary was presented in isolation. This would have been more effective if more			
relevance to the content were established.			
Domain 3: Environment	APS 9: Managing the Classroom		
APS 9.A The teacher manages student behavior a	ppropriately.		
The teacher			
 establishes and communicates appropriate be 	ehavioral rules and consequences;		
 maintains a constant awareness of events and 	activities in the classroom;		
 uses effective preventive discipline technique 	es; and		
 handles inappropriate behaviors in an effecti 	ve and timely manner.		
Preliminary Rating for APS 9.A	Final Rating for APS 9.A		
⊠ Met	☐ Met		
Not Met	☐ Not Met		
_	Rationale for Final APS 9.A Rating		
Rationale for Preliminary APS 9.A Rating	Rationale for Final At 5 3.4 Rating		
There were no specific inappropriate behaviors addressed – as there were none noted. It was evident			
that students understood the expectation for behaviors,			
as they responded appropriately for the most part and			
quick to correct behaviors when redirected.			
APS 9.B The teacher makes maximal use of instru	ectional time.		
The teacher			
ensures that the students are engaged in mean	ningful academic learning throughout the		
instructional period; and			
 organizes the classroom in a manner that pro 	motes a smooth flow of activity.		
Preliminary Rating for APS 9.B	Final Rating for APS 9.B		
☐ Met	☐ Met		
Not Met	☐ Not Met		
F - 1 - 1 - 1	I .		

Domain 3: Environment	APS 9: Managing the Classroom		
Rationale for Preliminary APS 9.B Rating	Rationale for Final APS 9.B Rating		
It was noted that the pacing and structure of two of the lessons observed were slow. In one lesson, the activities chosen for students took up time that would have been better served to be used elsewhere. For example, in one lesson, students completed a context clue worksheet and a 2 square sheet on two different vocabulary terms during a 90 minute period. This vocabulary was not linked to reading or writing, informational text nor literary text. These two components, isolation of a vocabulary class and pacing of the lesson failed to maximize instructional time in this lesson. There also was no closure or summary for the lesson. Ms. Whetzel is an excellent encourager of her students. Coupling this with best practice strategies and not allowing encouragement to interfere with high expectations are recommended.			
APS 9.C The teacher manages essential noninstru	ctional routines in an efficient manner.		
The teacher			
 promotes the smooth flow of noninstructiona 			
 manages transitions between activities or class 	sses in an efficient and orderly manner.		
Preliminary Rating for APS 9.C	Final Rating for APS 9.C		
⊠ Met	Met		
☐ Not Met	Not Met		
Rationale for Preliminary APS 9.C Rating	Rationale for Final APS 9.C Rating		
For the most part, Ms. Whetzel's management of her noninstructional routines was ideal. She informed students of time, asked them if they needed more time, and told them what materials were needed for the next activity. She managed transitions and routines seamlessly.			
	ADDITION DOLL ID 1999		
Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities		
APS 10.A The teacher is an advocate for the stude	nts.		
The teacher			
	ermine and meet individual student needs; and		
 establishes appropriate professional relations well-being of students. 	hips with others outside of the school to support the		
Preliminary Rating for APS 10.A	Final Rating for APS 10.A		
⊠ Met	Met		
☐ Not Met	☐ Not Met		

Oomain 4: Professionalism APS 10: Fulfilling Professional Responsibilities			
Rationale for Preliminary APS 10.A Rating	Rationale for Final APS 10.A Rating		
Ms. Whetzel collaborates with her colleagues and others to advocate for students. She believes in decisions that			
are made in the best interest of students.			
APS 10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. The teacher is an active contributor to school initiatives; and			
 supports school-related organizations and ac 			
Preliminary Rating for APS 10.B	Final Rating for APS 10.B		
⊠ Met	☐ Met		
☐ Not Met	☐ Not Met		
Rationale for Preliminary APS 10.B Rating	Rationale for Final APS 10.B Rating		
Ms. Whetzel actively participates in professional learning community meetings. Her main focus is to collaborate with others to achieve the goals of our organization.			
APS 10.C The teacher is an effective communicate	or.		
The teacher			
 uses clear and correct oral and written language 	ge; and		
 communicates effectively and regularly with parents. 			
Preliminary Rating for APS 10.C	Final Rating for APS 10.C		
⊠ Met	Met		
Not Met	Not Met		
Rationale for Preliminary APS 10.C Rating	Rationale for Final APS 10.C Rating		
Ms. Whetzel's written and oral communication skills are within professional expectations.			
APS 10.D The teacher exhibits professional demea	nor and behavior.		
The teacher			
 maintains all required professional credential 			
 adheres to all Standards of Conduct for South Carolina Educators and maintains ethical standards; and 			
 demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely, and effective manner). 			
Preliminary Rating for APS 10.D	Final Rating for APS 10.D		
⊠ Met	☐ Met		
☐ Not Met	☐ Not Met		

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities	
Rationale for Preliminary APS 10.D Rating Ms. Whetzel conducts herself professionally on a daily basis. Her demeanor represents that of a person who would be described as a consummate team player.	Rationale for Final APS 10.D Rating	
APS 10.E The teacher is an active learner. The teacher accurately identifies his or her own profession sets appropriate professional development go regularly seeks out, participates in, and contrathat support his or her continued professional	oals; and ributes to activities that promote collaboration and	
Preliminary Rating for APS 10.E Met Not Met	Final Rating for APS 10.E Met (Based on preliminary Professional Self-Assessment) Met (Based on new/revised Professional Self-Assessment) Not Met	
Rationale for Preliminary APS 10.E Rating Ms. Whetzel is a reflective practitioner who constantly strives to improve her practice. She is a consummate professional who readily collaborates with others and seeks new learning opportunities.	Rationale for Final APS 10.E Rating	
Professional Self-Assessment (PSA) Requirement for the Final Evaluation Period A new/revised PSA is not required. A new/revised PSA is required. Comments		
Additional Comments and Areas for Improvement (Optional)		
Preliminary Evaluation Period	Final Evaluation Period	

Type of Plan 🔀 Prelim	inary 🔲 End-	of-Year Summer	Plan	
Teacher B. Whetzel		Grade(s)/	Subject(s) English	
District Beaufort County School	ools	Şchool	BCHS	
Mentor C. Bernhisel	Contract teachers only)			
Assistance Activities		Date	Teacher's Initials	SAFE-T Chairperson's Initials
Initial conference to develop in the second se	PGD plan	12/16/16		
Beginning date for implement	ing plan	1/4/16		
Ending date for implementing	plan	1/31/16		
		Area(s) To Be A	Addressed	
	Plan	must address all APSs ti	hat were judged Not	Met
Planning	☑ APS 1☑ APS 2☑ APS 3	Long-Range Planning Short-Range Planning o Planning, Development,	f Instruction and Use of Assessmen	ts
	☐ APS 4	Establishing and Mainta	ining High Expectations	for Learners
Instruction	☐ APS 5 ☐ APS 6 ☐ APS 7	Using Instructional Strat Providing Content for Le Monitoring and Enhanci	earners	ing
Classes Faving was at	☐ APS 8	Maintaining an Environ	ment that Promotes Lea	arning
Classroom Environment	⊠ APS 9	Managing the Classroo	om	
Professionalism	☐ APS 10	Fulfilling Professional F	Responsibilities	
The signatures below verify that Professional Growth and Developm		ved written and oral explan	ations regarding the Co	ompetence-Building
Teacher		Date	12/16/16	
SAFE-T Chair 2016	e A thop	Date	12/14/16	

Goal for APS 1: Long-Range Planning
To facilitate student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.
1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning1.B The teacher establishes appropriate standards-based long-range learning and
developmental goals for all students1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals1.D The teacher develops appropriate processes for evaluating and recording students'
progress and achievement.
1.E The teacher plans appropriate procedures for managing the classroom.
◆ Strategies (to be implemented with assistance and support from the assigned mentor) ☑ The teacher will meet with her mentor and the Instructional Coach to analyze her
current LRP and UWS. Together they will devise a plan to address areas of concern. The teacher will complete RTI and Enrich Training for the purposes of Data analysis and triangulation.
◆ Evidence (to be considered in determining progress/goal accomplishment) ☐ The teacher will submit a revised LRP.
Final performance review: (to be completed by the SAFE-T team on the basis of the evidence)
The educator has <i>met</i> the above goal.
The educator is making satisfactory progress toward achieving this goal.
The educator is <i>not</i> making satisfactory progress toward achieving this goal. Other/comments:

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Goal for APS 2: Short-Range Planning of Instruction
To facilitate student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.
2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.
_X2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.
2.C The teacher routinely uses student performance data to guide short-range planning of instruction.
Strategies (to be implemented with assistance and support from the assigned mentor)
 ☑ Ms. Whetzel will work with the Instructional Coach and her Mentor to devise goals and for students based on performance and benchmark data. ☑ Ms. Whetzel will work with instructional coach and a district tech coach to devise strategies to be incorporated in her instructional plans that include technology.
• Evidence (to be considered in determining progress/goal accomplishment) ⊠ Ms. Whetzel will submit a new UWS.
Wis. Whetzer will submit a new owo.
Final performance review: (to be completed by the SAFE-T team on the basis of the evidence)
The educator has <i>met</i> the above goal.The educator is making <i>satisfactory progress</i> toward achieving this goal.
The educator is <i>not</i> making satisfactory progress toward achieving this goal. Other/comments:

Goal for APS 3: Planning Assessments and Using Data							
To facilitate student achievement by assessing and analyzing student performance and using this information to determine student progress and guide instructional planning.							
_X3.A The teacher develops/selects and administers a variety of appropriate assessmentsX3.B At appropriate intervals, the teacher gathers and accurately analyzes student							
• Strategies (to be implemented with assistance and support from the assigned mentor) ☑ See 2A ☐ ☐ ☐ ☐							
• Evidence (to be considered in determining progress/goal accomplishment) See 2A Compliance Complia							
 Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) The educator has met the above goal. The educator is making satisfactory progress toward achieving this goal. The educator is not making satisfactory progress toward achieving this goal. Other/comments: 							

 Goal for APS 4: Establishing and Maintaining High Expectations for Learners 								
To establish, clearly communicate, and maintain appropriate expectations for student learning, participation, and responsibility.								
4.A The teacher establishes, communicates, and maintains high expectations for student achievement.								
4.B The teacher establishes, communicates, and maintains high expectations for student participation.								
4.C The teacher helps students assume responsibility for their own participation and learning.								
• Strategies (to be implemented with assistance and support from the assigned mentor)								
• Evidence (to be considered in determining progress/goal accomplishment)								
 Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) The educator has met the above goal. The educator is making satisfactory progress toward achieving this goal. The educator is not making satisfactory progress toward achieving this goal. Other/comments: 								

 Goal for APS 5: Using Instructional Strategies to Facilitate Learning To promote student learning through the effective use of appropriate instructional strategies. 5.A The teacher uses appropriate instructional strategies. 5.B The teacher uses a variety of instructional strategies. X_5.C The teacher uses instructional strategies effectively.
• Strategies (to be implemented with assistance and support from the assigned mentor) ☑ Ms. Whetzel will work with instructional coach and a district tech coach to devise strategies to be incorporated in her instructional plans that include technology.
Evidence (to be considered in determining progress/goal accomplishment) U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U
Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) The educator has met the above goal. The educator is making satisfactory progress toward achieving this goal. The educator is not making satisfactory progress toward achieving this goal. Other/comments:

 Goal for APS 6: Providing Content for Learners To demonstrate a thorough knowledge and understanding of the content of the discipline. 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches. 6.B The teacher provides appropriate content. X_6.C The teacher structures the content to promote meaningful learning.
• Strategies (to be implemented with assistance and support from the assigned mentor) ☑ Ms. Whetzel will work with her instructional coach to plan and co-teach a lesson with specific focus on content structure. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
• Evidence (to be considered in determining progress/goal accomplishment) ☐ Reflection on the lesson, it's implementation, and new learning. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
• Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) The educator has met the above goal. The educator is making satisfactory progress toward achieving this goal. The educator is not making satisfactory progress toward achieving this goal. Other/comments:

Coal for ADS 7, Manitoring According and Enhancing Learning						
 Goal for APS 7: Monitoring, Assessing, and Enhancing Learning To maintain a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to the students. 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies. 7.B The teacher enhances student learning by using information from informal and formal 						
assessments to guide instruction7 C The teacher enhances student learning by providing appropriate instructional feedback to all students.						
Strategies (to be implemented with assistance and support from the assigned mentor) \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[\] \[
• Evidence (to be considered in determining progress/goal accomplishment)						
 Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) The educator has met the above goal. The educator is making satisfactory progress toward achieving this goal. The educator is not making satisfactory progress toward achieving this goal. Other/comments: 						

 Goal for APS 8: Maintaining an Environment That Promotes Learning To create and maintain a classroom environment that encourages and supports student learning. 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning. 8.B The teacher creates and maintains a positive affective climate in his or her classroom. 8.C The teacher creates and maintains a culture of learning in his or her classroom.
Strategies (to be implemented with assistance and support from the assigned mentor) □ □ □ □ □ □ □ □ □ □
Evidence (to be considered in determining progress/goal accomplishment)
 Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) The educator has met the above goal. The educator is making satisfactory progress toward achieving this goal. The educator is not making satisfactory progress toward achieving this goal. Other/comments:

Goal for APS 9: Managing the Classroom
To maximize instructional time by efficiently managing student behavior, instructional routines, and essential noninstructional tasks.
9.A The teacher manages student behavior appropriately.
X_9.B The teacher makes maximal use of instructional time.
9.C The teacher manages essential noninstructional routines in an efficient manner.
Strategies (to be implemented with assistance and support from the assigned mentor)
 ✓ Ms. Whetzel will work with her instructional coach to plan and co-teach a lesson with specific focus on content structure. □ □ □
• Evidence (to be considered in determining progress/goal accomplishment) ☐ Reflection on the lesson, its implementation, and new learning. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
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• Final performance review: (to be completed by the SAFE-T team on the basis of the evidence)
☐ The educator has <i>met</i> the above goal. ☐ The educator is making <i>satisfactory progress</i> toward achieving this goal.
The educator is making satisfactory progress toward achieving this goal. The educator is <i>not</i> making satisfactory progress toward achieving this goal.
Other/comments:

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 Goal for APS 10: Fulfilling Professional Responsibilities To act as an ethical, responsible, contributing, and ever-learning member of the profession. 10.A The teacher is an advocate for the students. 10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. 10.C The teacher is an effective communicator. 10.D The teacher exhibits professional demeanor and behavior. 10.E The teacher is an active learner.
Strategies (to be implemented with assistance and support from the assigned mentor) U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U U
Evidence (to be considered in determining progress/goal accomplishment) □ □ □ □ □ □ □ □ □ □
• Final performance review: (to be completed by the SAFE-T team on the basis of the evidence) The educator has met the above goal. The educator is making satisfactory progress toward achieving this goal. The educator is not making satisfactory progress toward achieving this goal. Other/comments:

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CONTRACT FOR PROFESSIONAL SERVICES FOR THE 2017-2018 SCHOOL YEAR

STATE OF SOUTH CAROLINA COUNTY OF BEAUFORT

NAME OF EMPLOYEE:

BRITTNEY WHETZEL

TENTATIVE ASSIGNMENT:

ENGLISH

CONTRACT LEVEL:

CONTINUING - GBE

This is to notify you of your appointment to a position in Beaufort County School District. agreement, by and between the Board of Education and the Employee, is a/an contract as defined in Section 59-26-40, as amended, of the Code of Laws of South Carolina. The following conditions of employment are hereby a part of this contract:

- The Board agrees to employ the Employee in a professional position for 190 days during the 2017-2018 school year. The assignment indicated above is tentative and may be changed by the administration upon notice to, and consultation with, the Employee in accordance with applicable 1. laws and policies.
- 2. The District agrees to pay the Employee according to the salary schedule adopted by the Board. This salary schedule will be made available as soon as practicable. Loss or reduction in any amount of anticipated or appropriated state, local or federal funding may, at the discretion of the District, require a pro-rata reduction of salary, a reduction in the term of this contract and pro-rata reduction in salary, i.e., a furlough, a reduction in contract days in accord with state law, or a termination of this agreement. Furthermore, any decline in student enrollment, elimination or change in course programming, financial emergency, or temporary closing of school or District operations because of emergency circumstances may require a pro-rata reduction in salary. Any such reduction will take place only upon the recommendation of the Superintendent and approval by the Board after reasonable notice has been provided to the affected parties. Any position eliminations will be handled in accordance with BCSD Administrative Regulation HRS-30: **Professional Staff Reduction in Force.**
- 3. The Employee shall maintain throughout the life of this contract the required qualifications of a teacher, including a valid South Carolina teaching credential, as well as the "highly qualified" certification to perform his/her teaching assignment as that term is defined in the No Child Left Behind Act and all State Board of Education implementing rules and regulations. Failure to maintain such professional qualifications during the contractual period shall constitute grounds for termination of this contract.
- 4. The Employee agrees to render acceptable service, perform all assigned duties, and comply with all Board and District policies, rules, and regulations, including attendance at required school or District meetings and activities. The administration may assign reasonable extracurricular activities to the Employee.
- An initial offer of employment is subject to receipt of a criminal record history report from the 5. South Carolina Law Enforcement Division, which reveals no good or just cause for its withdrawal.
- This agreement is not valid unless authorized by the Board and signed by the Superintendent. If, 6. during the term of this agreement, it is found that any part of this contract is illegal under federal or state law, the remainder of the agreement not affected by such ruling shall remain in force and effect.

Please	indicate	your	acceptance	of this	agreement	by	signing	below	and	returning	the	original	to	the
Superin	ntendent	or his	acceptance /her agent or	n or bef	fore APRIL	25,	, 2017.			Č		C		

effrey C. Moss, Ed.D, Superintendent

Teacher Contract

CONTRACT FOR CERTIFIED PROFESSIONAL SERVICES

STATE OF SOUTH CAROLINA COUNTY OF BEAUFORT

NAME OF EMPLOYEE: Brittney Whetzel	
TENTATIVE ASSIGNMENT: English	
CONTRACT LEVEL: CONTINUING - SUMMATIVE	
SCHOOL YEAR: 2016-2017	

This is to notify you of your appointment to a certified professional position in Beaufort County School District. This agreement, by and between the Board of Education and the Employee, is a certified professional contract as defined in Section 59-26-40, as amended, of the Code of Laws of South Carolina. The following conditions of employment are hereby a part of this contract:

- 1. The Board agrees to employ the Employee in a certified professional position for 190 days during the current school year. The assignment indicated above is tentative and may be changed by the administration upon notice to, and consultation with, the Employee in accordance with applicable laws and policies.
- 2. The District agrees to pay the Employee according to the salary schedule adopted by the Board. This salary schedule will be made available as soon as practicable. Loss or reduction in any amount of anticipated or appropriated state, local or federal funding may, at the discretion of the District, require a pro-rata reduction of salary, a reduction in the term of this contract and pro-rata reduction in salary, i.e., a furlough, a reduction in contract days in accord with state law, or a termination of this agreement. Furthermore, any decline in student enrollment, elimination or change in course programming, financial emergency, or temporary closing of school or District operations because of emergency circumstances may require a pro-rata reduction in salary. Any such reduction will take place only upon the recommendation of the Superintendent and approval by the Board after reasonable notice has been provided to the affected parties. Any position eliminations will be handled in accordance with Policy HRS-30: Professional Staff Reduction in Force.
- 3. The Employee shall maintain throughout the life of this contract the required qualifications of a teacher, including a valid South Carolina teaching credential, as well as the "highly qualified" certification to perform his/her teaching assignment as that term is defined in the No Child Left Behind Act and all State Board of Education implementing rules and regulations. Failure to maintain such professional qualifications during the contractual period shall constitute grounds for termination of this contract.
- 4. The Employee agrees to render acceptable service, perform all assigned duties, and comply with all Board and District policies, rules, and regulations, including attendance at required school or District meetings and activities. The administration may assign reasonable extracurricular activities to the Employee.
- 5. An initial offer of employment is subject to receipt of a criminal record history report from the South Carolina Law Enforcement Division, which reveals no good or just cause for its withdrawal.
- 6. This agreement is not valid unless authorized by the Board and signed by the Superintendent. If,

during the term of this agreement, it is found that any part of this law, the remainder of the agreement not affected by such ruling sh	contract is illegal under federal or state nall remain in force and effect.
April 11	
Jeffrey C. Moss, Ed.D Superintendent	

Please indicate your acceptance of this agreement by s	signing below and submitting electronically
within 10 days of receipt of this contract.	

Date:	2016-07-08
Digital Signature:	Brittney Whetzel

ADEPT Process Notification

For: Whetzel, Brittney Completed By: Applicant - Brittney Whetzel Sent On: 7/7/2016 2:18pm CT
Sent By: AJ6667 Completed: 7/14/2016 1:51pm CT

To: Brittney Whetzel

During the current school year, you are scheduled to participate in the following ADEPT process:

Assigned	Contract	ADEPT	Comments
	Level	Process	·
	Induction & Induction II	SMART	Before the beginning of the school year, you must attend the district's SMART orientation.
			You will be assigned a trained mentor and receive continuous support throughout the year through the SMART program.
			Your mentor and cluster coach will work cooperatively to provide comprehensive
			guidance, information, and services to promote your success. You are required to attend all Induction seminars
	·		scheduled throughout the year. *See attached schedule.
	Annual Summative	Formal Evaluation	Prior to being evaluated, you will receive a comprehensive orientation to SAFE-T
,			(Summative ADEPT Evaluation for Teachers). We will notify you at the beginning
			of the year regarding the date and time of this orientation. Find information about SAFE-T @
	Annual GBE	Goals Based Evaluation	www.scteachers.org/Adept/index.cfr At the beginning of the year, you will be assigned an administrator (or supervisor) who will assist you in
			developing your GBE Professional Growth and Development Plan.
	Continuing Summative	Formal Evaluation	All continuing contract teachers, "NEW" to the Beaufort County School District, are evaluated with SAFE-T (Summative ADEPT Formal Evaluation for Teachers) in their first year with the district. Prior to being
.*			evaluated, you will receive a comprehensive orientation to this evaluation process. We will notify you at the beginning of the year regarding the date and

ADEPT Process Notification

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·	Continuing GBE	Goals Based	time of this orientation. In the interim you may access these procedures at www.scteachers.org/Adept/index.cfi At the beginning of the year, you will be assigned an
	UDE	Evaluation	administrator (or supervisor) who will assist you in developing your GBE Professional Growth and Development Plan.
Date:	DEPT process for the current	nt school year by signing below and	submitting electronically. 2016-07-14
X Signed: Brittney Wh			