



# Request For Personnel Action New Hire

✓CS  
✓GWT  
7/30/13  
SB

Last Name White

First Name Floyd

MI E SSN [REDACTED]

Address 1 [REDACTED]

Address 2 [REDACTED]

City [REDACTED]

State SC Zip [REDACTED]

Date of Birth [REDACTED]

Race B

Sex Male

Phone # [REDACTED]

Certificate Number (if any) 257924

Start Date 08/13/2013 End Date

New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt
Add <input checked="" type="radio"/> Delete <input type="radio"/> Position English Language Arts FTE: 1.0 Budget No: 100-113-110-0000-28 Person Replaced: Marty Hodge				\$0.00

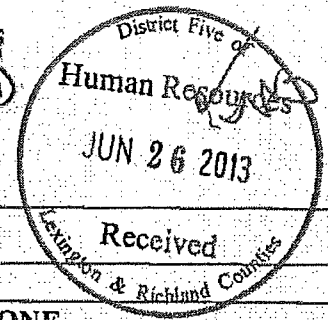
POSITION INFORMATION			
Hours Per Week :	35	Total FTE:	1.0
Time From:	8:15 AM To: 3:30 PM	Category:	T
	(includes min for lunch)	Salary Class:	3A
Home School	DFMS - 28		
Standard No. Days:	190	Position Step:	1
Actual No. Days	190	Yrs. Exp	1
Salary Quoted	[REDACTED]	Increment Yrs	
Leave Days:	Personal: Sick: Vacation:	Contract Level	A
Insurance:	Add <input type="radio"/> Delete <input type="radio"/> Change <input type="radio"/> No Change <input type="radio"/>		

## Comments:

7/30/13-New Hire 13/14-sb

AB 7-31-13

School District Five of Lexington & Richland Counties  
Human Resources – Employment Form  
Fax 803-476-8196



SCHOOL: DFMS

DATE: 6-24-13

PRINCIPAL/ADMINISTRATOR: Rebecca Thompson

EMPLOYEE INFORMATION:

Name: FLOYD WHITE

Name Change: \_\_\_\_\_

Name of Employee Replacing: [REDACTED]

Home School: DFMS

Employee ID #: \_\_\_\_\_

Position Title: ELA Teacher – 8<sup>th</sup> Gr

Old Address: \_\_\_\_\_

New Address: \_\_\_\_\_

Start Date: 8-13-13 End Date: \_\_\_\_\_

Contract Days: 190 FTE: 1.0

Actual # of contract days employed: \_\_\_\_\_

(Count *ACTUAL* days if full contract days are not worked.)

Schedule: Mon. Tues. Wed. Thurs. Fri. (circle)

Hours a day: 7.0 Minutes for Lunch: \_\_\_\_\_

Time in: 8:00 Time out: 3:30

Old Account #: \_\_\_\_\_

New Account #: 100-113-110-0000-28

REFERENCE CHECK:

Date: 6-20-13 Name of Reference: Vilenia Hunt Position: 8<sup>th</sup> Grade Team Leader

Response: Team player; great teacher

Signature of approval by Principal/Administrator: \_\_\_\_\_

**\*\* FOR HR OFFICE USE ONLY \*\***

Accepted Offer: ☒ Declined Offer: ☐ Date: 6-27-13 Initials: NAP Salary quoted: \$ \_\_\_\_\_  
Salary Class: 2A Contract days: 190 Years Experience or Step: 1 Hrly Rate: \$ \_\_\_\_\_ Daily Rate: \$ \_\_\_\_\_  
Social Security [REDACTED] Certificate #: 257924 Degree Level: Bachelors Experience: 1

Teacher Salary Calculation: \$ [REDACTED] ÷ 190 = [REDACTED] Contract issued: Annual NBCT: \_\_\_\_\_

Required Documents (✓):  
Transcripts: ☒ Praxis/NTE: ☒ TB Test: ☒ I-9: ☒ Certificate: ☒ Payroll Info: ☒ SLED/EOE/Verify: ☒

Entered in CSI (✓):  
General Info: ☒ Beds Codes: ☒ Emp. History: ☒ Notes: ☒ EEOC: ☒ PAF Completed: ☒ Board Pkt: 7-15-13



# Request For Personnel Action Transfer / Status / Budget Change

*Sub  
7/29/16  
JW*

Effective Date Start Date  End Date Transfer ☐ Status Change ☒ Budget Change ☐Last Name  First Name  MI  SSN 

POSITION INFORMATION			
Hours Per Week :	<input type="text"/>	Total FTE:	<input type="text" value="1.0"/>
Time From:	<input type="text"/> AM <input type="text"/> To: <input type="text"/> PM <input type="text"/>	Category:	<input type="text" value="T"/>
	(Includes <input type="text"/> min for lunch)	Salary Class:	<input type="text" value="1A"/>
Home School	<input type="text"/>		
Standard No. Days:	<input type="text" value="190"/>	Position Step:	<input type="text" value="4"/>
Actual No. Days:	<input type="text" value="190"/>	Yrs. Exp	<input type="text"/>
Salary Quoted	<input type="text"/>	Increment Yrs	<input type="text" value="1"/>
Leave Days:	Personal: <input type="text"/> Sick: <input type="text"/> Vacation: <input type="text"/>	Contract Level	<input type="text" value="C"/>
Insurance:	Add <input type="radio"/> Delete <input type="radio"/> Change <input type="radio"/> No Change <input type="radio"/>		

Assignment Before Change or Termination			
<input type="checkbox"/>	Position	<input type="text" value="ML Lang. Arts"/>	FTE: <input type="text" value="1.0"/> Budget No: <input type="text" value="100-113-110-0000-54"/>

New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt
Add <input type="radio"/> Delete <input checked="" type="radio"/> Position <input type="text" value="ML Lang. Arts"/> FTE: <input type="text" value="1.0"/> Budget No: <input type="text" value="100-113-110-0000-54"/> Person Replaced: <input type="text"/>				
Add <input checked="" type="radio"/> Delete <input type="radio"/> Position <input type="text" value="Admin Assistant Principal"/> FTE: <input type="text" value="1.0"/> Budget No: <input type="text" value="100-233-110-0000-39"/> Person Replaced: <input type="text" value="Jeffrey Corley"/>				

Comments:

Mr. White is moving from ML LA (DFMS) to AAP (IHS) for  
2016-2017 school year.  
SQ: [REDACTED]  
7/29/16 a. white





# Request For Personnel Action Transfer / Status / Budget Change

*5/2/16*

Effective Date 08/10/2016

Start Date End Date

Transfer ☐ Status Change ☐ Budget Change ☒

Last Name White First Name Floyd MI E SSN [REDACTED]

POSITION INFORMATION			
Hours Per Week :		Total FTE:	
Time From:	AM ▼ To: PM ▼	Category:	
(Includes min for lunch)		Salary Class:	
Home School	▼		
Standard No. Days:		Position Step:	
Actual No. Days		Yrs. Exp	
Salary Quoted		Increment Yrs	▼
Leave Days:	Personal: Sick: Vacation:	Contract Level	
Insurance:	Add <input type="radio"/> Delete <input type="radio"/> Change <input type="radio"/> No Change <input type="radio"/>		

Assignment Before Change or Termination			
+ Position	FTE:	Budget No:	

New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt
Add <input type="radio"/> Delete <input checked="" type="radio"/> Position Soccer/Lacrosse FTE: <input type="text"/> Budget No: <input type="text"/> Person Replaced: <input type="text"/>				

**Comments:**

Please delete all supplements. Mr. White is an AAP for 2016-2017.  
A. White 8/2/16

# South Carolina State Board of Education

## Educator Certificate

Floyd Edmund White Jr.

**Certificate Number**  
257924

**Social Security Number**

**Validity Period**  
07/01/2015 - 06/30/2019

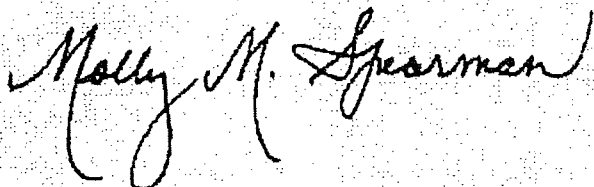
**Professional Certificate**

**Class**  
Masters

**Experience**  
4

**Areas of Certification**  
1E - Middle Level Language Arts  
1H - Middle Level Social Studies

**Endorsements**  
Gifted and Talented



Molly M. Spearman  
State Superintendent of Education

**Date Printed**  
07/29/2016

This is an unofficial copy printed from the Office of Educator Certification.

COPY - COPY - COPY

## Floyd White

"On many occasions, I have witnessed Mr. White exhibit exceptional leadership qualities, such as providing purpose, leading by example, and motivating his peers, while promoting the school mission and vision." - Erin Doty, M.ED, NBCT, Assistant Principal for Instruction, DFMS

### Objective

Obtain a school-level leadership position in order to support school-level vision through working with faculty and staff to promote effective instruction and use of resources, to become an integral and contributing member of a school-level team working to promote the social, emotional, and academic development of all students, and to facilitate positive school-community relationships to benefit all stakeholders.

### Education

University of South Carolina 2014-2015  
Educational Administration, M.ED

University of South Carolina- Aiken 2007-2011  
Middle Level Education, B. A.  
Concentration in Social Studies and English/Language Arts

### Leadership Experience

#### Team Leader – Dutch Fork Middle School Team 83 (2014-present)

- Oversee and support a team of eight teachers and approximately 200 students
- Represent Team 83 as a member of the school's leadership body (Program Improvement Council)
- Serve as information liaison between team and other school-level departments and leadership bodies
- Assist in making duty schedules and ensuring coverage of high-traffic areas during student transition
- Collaborate with other team leaders to plan and carry out grade-level field trips
- Serve as mentor to students and staff on Team 83
- Set agendas and run weekly team meetings
- Delegate duties amongst team members when needed
- Assist in management of team members classes in the event of their absence
- Model and support the vision and goals of DFMS for Team 83's students and teachers
- Member of DFMS Advanced Ed Committee
- Morning and lunch duties (administrative role/substitute)
- Afternoon Dismissal (administrative role/substitute)
- Advisor for student mentor group, Bow Ties (2013-present)
- Member of interview team for teachers and administrators

#### Classroom Teacher, 8th Grade ELA – Dutch Fork Middle School, Irmo (2013-present)

- Plan and carry out differentiated lessons for both CP ELA and Honors Language Arts
- Collaborate with 8<sup>th</sup> grade department members to develop common plans and assessments
- Member of the Secondary Leadership Team for ELA Curriculum at district-level
- Member of 8<sup>th</sup> grade Data Team for DFMS ELA (Time Keeper, Focus Monitor)
- Member of Curriculum Writing team for ELA at district-level
- Attend and participate in numerous and various curriculum based professional development
- Focus on character growth and goal setting, facilitate student development
- Develop programs and plans to promote engagement and real-world authenticity for lessons
- Analyze strengths and weaknesses of student performance as part of data-driven approach
- Work closely with the Special Education Department to differentiate for students at varying levels
- Actively participate in the development and revision of IEPs and 504s

#### Classroom Teacher, 8<sup>th</sup> Grade ELA – Schofield Middle School, Aiken (2012-2013)

- District First Year Teacher of the Year
- Taught grade-level ELA and ninth grade English I Courses

### Related Experience

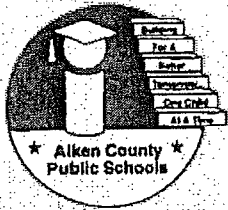
Junior Varsity Lacrosse Coach, Dutch Fork High School (2013-present)

### Related Organizations/Honors

Palmetto State Teachers Association

### References

Professional references available upon request



# AIKEN COUNTY PUBLIC SCHOOLS

## Human Resources

1000 Brookhaven Drive • Aiken, South Carolina • (803) 641.2463 • FAX (803) 641.2466

*July 16, 2013*

*Floyd White*

Dear *Mr. White*:

Your resignation has been received in this office and is accepted to become effective *June 7, 2013*.

As you are going to another state entity of South Carolina, your insurance with our district will terminate on *September 1, 2013* and your new district will cover you with an effective date of *September 1, 2013*. Your unused sick leave days may be transferred to your new district.

Thank you for your contribution to the educational program of Aiken County Public Schools. If we can be of service to you in the future, please feel free to call 641-2463.

Sincerely,

Tomiko T. Smalls  
Director of Human Resources

TTS: cs

c: *Mrs. Joy Shealy, Academic Officer*  
*Mrs. Jacquelyn Barnwell, Schofield Middle*  
*Payroll*  
*Financial Management*  
*Personnel File*

**SLED CATCH**

Citizens Access to Criminal Histories

**Results**

Name **Floyd White**  
Date of Birth [REDACTED]  
Maiden Name  
Gender **Male**  
SSN  
Transaction **005304325**  
Date of Check **August 21, 2013 at 11:55**

**NO ARREST DATA**  
IN ACCORDANCE WITH  
SEARCH CRITERIA SUBMITTED  
S.C. Law Enforcement Division  
WWW

**To Whom it may Concern:**

The criminal history search was based upon the criteria furnished. It did not include a fingerprint comparison, which is the only means of positive identification. This **NO ARREST DATA** verification is only valid as of August 21, 2013 at 11:55 since a record may be established after that time. Therefore, if no action is taken within a reasonable period, it is recommended that another check be made.

Sincerely,

Chief Mark Keel.  
South Carolina Law Enforcement Division

## South Carolina Educator Employment Application System

PROFILE NUMBER: xxx78927  
FULL NAME: White, Floyd Edmund  
APPLICANT E-MAIL: [REDACTED]  
PHONE: [REDACTED]  
DATE APPLICATION LAST MODIFIED: 06/08/2013  
DATE APPLICATION FINALIZED: 6/8/2013 10:00:29 AM  
Mozilla/5.0 (Windows NT 6.0; rv:21.0) Gecko/20100101 Firefox/21.0

This employment application is finalized and available for viewing.

## SECTION I -- PERSONAL INFORMATION

Lastname: White	Firstname: Floyd	Middlename: Edmund	Maiden Name:
Social Security Number: [REDACTED]	Name at Birth: Floyd White	Any former names used: 1. 2.	
Present Address: [REDACTED]			
City: [REDACTED]	State: SC	Zip Code: [REDACTED]	Country: UNITED STATES
Permanent Address (If not same as above): [REDACTED]			
City: [REDACTED]	State: SC	Zip Code: [REDACTED]	Country: UNITED STATES
Present Telephone: [REDACTED]		Permanent Telephone: [REDACTED]	

## SECTION II -- POSITION DESIRED

Preferred Assignment (specify grade levels and/or subjects, if applicable)	
First Choice: Middle - English	
Second Choice: Middle - Social Studies	
Third Choice: -	
If you also wish to be considered for a coaching assignment, list sports in order of preference. Attach an athletic resume that includes your experiences and records in preferred sports.	1. Basketball - Men 2. Basketball - Women 3.
What student activities are you willing to sponsor?	
What proficiencies do you have in computer technology?	

**SECTION III -- CERTIFICATION INFORMATION****Check Cert Status****View Adept History**

Do you presently hold a valid S.C. credential? Yes		Type of S.C. credential: Professional
S.C. Credential Number: 257924		Expiration Date: 06/30/2014
If applying for an alternate route certificate, do you have a current letter of eligibility? If so, submit electronic copy of letter of eligibility to CERRA:		
Indicate grade levels and subjects/areas you are certified or anticipate receiving S.C. certification in: (a).English (b).Social Studies (c). (d).		If not yet certified in S.C., have you applied for S.C. certification and, if so, when did you submit your certification application?
Do you presently hold a valid credential from any other states? Yes		
If yes, indicate state(s): a.South Carolina, b., c.		
Have you taken the National Teacher Examination (NTE)(required through 06/30/99)? No		
Professional Knowledge score:		Area score:
Have you taken the Principles of Learning and Teaching(PLT) exam? Yes		
Area: Grades 5-9		Score: [REDACTED]
Have you taken the Praxis II exams? Yes		
Test Name: Middle Level Language Arts		
Score: [REDACTED]		
Test Name: Middle Level Social Studies		
Score: [REDACTED]		
Test Name:		
Score:		
Test Name:		
Score:		
Are you currently certified by the National Board for Professional Teaching Standards? No		
If yes, what area?		



### SECTION IV -- EDUCATIONAL AND PROFESSIONAL TRAINING (Submit electronic copies of all college transcripts to CERRA)

Dates(mm/yyyy)		Name and Location of College or University (graduate or undergraduate)	Degree Received	Major	Minor
From	To				
8/2007	12/2011	University of South Carolina Aiken Aiken, SC	B.A.	Education	
Did you participate in the S.C. Teacher Cadet Program? Yes					
Are you a graduate of the S.C. Teaching Fellows Program? No					

### SECTION V -- STUDENT TEACHING

Dates (mm/yyyy)		Grades or Subjects	Supervising Teachers Info.	School Information
From	To			
08/2011	12/2011	7th grade ELA and Social Studies	Monica Mance, Sharon Mosley Aiken, SC - 29801	Schofield Middle School Kershaw Str Aiken, SC - 29801

### SECTION VI -- EDUCATOR EMPLOYMENT RECORD (Education positions only)

Dates(mm/yyyy)		Grades/Subject, if applicable	Position	School Details	Reason for Leaving
From	To				
08/2012	present	8th grade	Teacher	Schofield 224 Kershaw Aiken, SC - 29801 803-641-2770	
12/2011	6/2012	EIA Tutor	Tutor	Schofield 224 Kershaw Aiken, SC - 29801 803-641-2770	

For the questions below, round up to a whole number for number of years experience.

Total Years in Education positions: 1

Total Years of Education positions in S.C.: 1

If you have vocational experience, indicate total years in the trade area: 0

### SECTION VII -- EMPLOYMENT RECORD(Other than educational positions and including part-time)

Dates (mm/yyyy)		Position	Employer Details	Reason for Leaving
From	To			
1/2012	present	Teacher	Schofield Middle School 224 Kershaw Str. Aiken, SC - 29801	
6/2011	5/2011	Student Assistant to the Chancellor	USC-Aiken's Chancellor's Office 471 University Parkway Aiken, SC - 29801	Began Student Teaching
5/2011	1/2012	O'charleys	O'charleys	

			South Lane Ave. Aiken, SC - 29803	
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See bottom of page for references (Section VIII).

**SECTION IX -- PROFESSIONAL AND BACKGROUND INFORMATION**

Are you currently under contract? No	If yes, Expiration date:
Where?	When are you available:
Most recent contract held: Induction	
Have you ever formerly been evaluated under the SC ADEPT system? Yes	
Have you failed to meet standard on any evaluation instrument during your most recent evaluation? No	
If yes, explain:	
Have you ever been involuntarily terminated, not had your contract renewed, or have you ever resigned from any employment in lieu of being terminated from employment? No	
If yes, explain:	
Have you ever had a teaching certificate revoked, suspended, or denied by any state; or is there any action pending against your certificate or application in any state? (Academic ineligibility is not considered grounds for denial of a certificate). If Yes, you must state where your certificate was revoked, suspended, denied or where action is pending against your certificate or application. No	
If Yes, please provide details.	
Have you ever been convicted, pled guilty, entered a plea of no contest, or paid a fine for any criminal offense, other than a minor traffic violation such as speeding or driving too fast for conditions; or have you ever been arrested or ticketed for a criminal offense where the criminal charge is still pending? You must answer yes to this question for every conviction, plea or fine paid, no matter how long ago it occurred, unless the record of the criminal charge has been sealed or expunged by written court order. You also must answer yes to this question if you were ever arrested or ticketed and the charge was never formally dismissed, no matter how long ago the incident occurred. If you check yes, you must give the information requested for each criminal charge. Failure to answer this question accurately and/or failure to provide all of the requested information could result in denial or termination of employment. No	
If yes, please provide information for each charge.	

**SECTION X -- DEMOGRAPHIC INFORMATION**

Date of birth: 06/24/1980
Gender: Male
Are you a U.S. Citizen? Yes
If not, explain current work status or visa:
Ethnic Origin: Black/Non-Hispanic

**SECTION VIII -- REFERENCES**

The following references are those submitted ONLINE. Additional references may be included in the scanned images only viewable by the districts.

IMPORTANT: REFERENCES SHOULD BE PROVIDED BY THOSE WHO HAVE DIRECT KNOWLEDGE OF THE APPLICANTS WORK. IMMEDIATE SUPERVISOR OR THE MOST CURRENT SUPERVISOR IS REQUESTED. FAILURE TO PROVIDE REFERENCES OF THIS SCOPE MAY DELAY THE APPLICATION.

Applicant has retained his/her right to review references.

	Name and Position	Complete Address	Telephone Number (including area code)
<a href="#">View Reference</a>	Alexander, Robert Earl Chancellor Emeritus USC Aiken submitted on 11/29/2011 3:59:21 PM	PO Box 3126 Aiken SC 29802	
<a href="#">View Reference</a>	Hallman, Thomas' Lee Chancellor submitted on 11/27/2011 2:43:13 PM	University of South Carolina Aiken 471 University Parkway Aiken SC 29801	
<a href="#">View Reference</a>	Lintner, Timothy Professor submitted on 11/18/2011 2:25:08 PM	USCA 471 University Parkway Aiken SC 29801	
<a href="#">View Reference</a>	Mance, Monica Teacher submitted on 11/21/2011 11:49:12 AM	224 Kershaw St, NE Aiken SC 29801	

**SCANNED IMAGES:**

(References submitted ONLINE are included above in Section VIII.)

[Certificate](#) 0 Pages    [Reference](#) 0 Pages  
[Resume](#) 0 Pages    [Transcript](#) 0 Pages



THE PRAXIS  
SERIES™

# EXAMINEE SCORE REPORT

Telephone: 800-772-9476 or 609-771-7395

## BACKGROUND INFORMATION

Examinee's Name: WHITE, FLOYD E

Candidate ID Number: 04851120

Social Security Number: [REDACTED]

Sex: M

Date of Birth: [REDACTED]

## EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: UNIV SOUTH CAROLINA AIKEN

Undergraduate Major: READING EDUCATION

Graduate Major: READING EDUCATION

Educational Level: SENIOR (FOURTH YEAR)

GPA: [REDACTED]

## SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name	Code #	Recipient Name
R5840	UNIV SOUTH CAROLINA AIKEN	R8108(A)	SC STATE DEPT OF EDUCATION

CURRENT TEST DATE: 04/30/2011		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration					
Test Code	Test Name				R5840	R8108				
0089	MIDDLE SCHOOL SOCIAL STUDIES	[REDACTED]	100-200	155-179	Y	Y				

HIGHEST SCORE AS OF: 05/27/2011			Your Highest Score	Possible Score Range	Score Recipient Code(s)					
Test Date	Test Code	Test Name			R5840	R8108				
03/12/2011	0049	MIDDLE SCHOOL ENGLISH LANGUAGE ARTS		100-200	Y	Y				
04/30/2011	0089	MIDDLE SCHOOL SOCIAL STUDIES		100-200	Y	Y				
07/21/2010	5710	C-PPST: READING		150-190	Y	Y				
11/07/2009	5720	C-PPST: WRITING		150-190	Y	Y				
11/07/2009	5730	C-PPST: MATHEMATICS		150-190	Y	Y				

ETS will retain your score for ten years for reporting purposes.

\*\* For more details on Average Performance Range refer to footnote on last page of this score report.

Message Codes: A = SCORE AUTOMATICALLY REPORTED TO STATE LICENSING AGENCY.

Y = SCORE REPORTED TO RECIPIENT LISTED.





THE PRAXIS  
S E R I E S™

# EXAMINEE SCORE REPORT

Telephone: 800-772-9476 or 609-771-7395

TEST TAKER: WHITE, FLOYD E

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF: 05/27/2011

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

## SC STATE DEPT OF EDUCATION

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/ Not Met	Required Passing Score	Passed/ Not Passed Status
03/12/2011	0049	MIDDLE SCHOOL ENGLISH LANGUAGE ARTS				155	PASSED
04/30/2011	0089	MIDDLE SCHOOL SOCIAL STUDIES				160	PASSED
07/21/2010	5710	C-PPST: READING				175	PASSED
11/07/2009	5720	C-PPST: WRITING				173	PASSED
11/07/2009	5730	C-PPST: MATHEMATICS				172	PASSED

## UNIV SOUTH CAROLINA AIKEN 5840

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/ Not Met	Required Passing Score	Passed/ Not Passed Status
03/12/2011	0049	MIDDLE SCHOOL ENGLISH LANGUAGE ARTS				155	PASSED
04/30/2011	0089	MIDDLE SCHOOL SOCIAL STUDIES				160	PASSED
07/21/2010	5710	C-PPST: READING				175	PASSED
11/07/2009	5720	C-PPST: WRITING				173	PASSED
11/07/2009	5730	C-PPST: MATHEMATICS				172	PASSED

## SC STATE DEPT OF EDUCATION 8108

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/ Not Met	Required Passing Score	Passed/ Not Passed Status
03/12/2011	0049	MIDDLE SCHOOL ENGLISH LANGUAGE ARTS				155	PASSED
04/30/2011	0089	MIDDLE SCHOOL SOCIAL STUDIES				160	PASSED
07/21/2010	5710	C-PPST: READING				175	PASSED
11/07/2009	5720	C-PPST: WRITING				173	PASSED
11/07/2009	5730	C-PPST: MATHEMATICS				172	PASSED

For more information on interpreting your scores, please refer to "Understanding Your Praxis Scores" available at [www.ets.org/praxis](http://www.ets.org/praxis). Further information on state requirements is also available online. Passed/Not Passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

\*THIS INFORMATION IS PROVIDED TO THE EXAMINEE ONLY.

+PASSED/NOT PASSED INFORMATION NOT PROVIDED BECAUSE TEST(S) TAKEN IS/ARE NOT USED BY THIS AGENCY.





**DETAILED INFORMATION FOR: 04/30/2011 TEST DATE**

TEST CATEGORY*	Raw Points Earned	Raw Points Available	Average Performance Range **
MIDDLE SCHOOL SOCIAL STUDIES			
I. UNITED STATES HISTORY		20	8- 13
II. WORLD HISTORY		16	8- 12
III. GOVERNMENT/CIVICS		15	6- 9
IV. GEOGRAPHY		15	7- 11
V. ECONOMICS		14	7- 10
VI. SHORT CONTENT ESSAYS		18	7- 12

\* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

\*\* The range of scores earned by the middle 50% of a group of examinees who took this form of the test at the most recent national administration or other comparable time period. N/C means that this range was not computed because fewer than 30 examinees took this form of the test or because there were fewer than 8 questions in the category or, for a constructed-response module, fewer than 8 points to be awarded by the raters. N/A indicates that this test section was not taken and, therefore, the information is not applicable.

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**South Carolina State Board of Education**  
**Educator Certificate**

Floyd Edmund White  
[REDACTED]

**Certificate Number**  
257924

**Social Security Number**  
[REDACTED]

**Validity Period**  
12/12/2011 - 06/30/2014

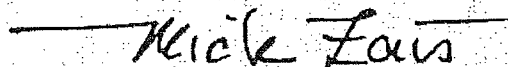
**Initial Certificate**

**Class**  
Bachelors

**Experience**  
0

**Areas of Certification**

1E - Middle Level Language Arts  
1H - Middle Level Social Studies



Mick Zais  
State Superintendent of Education

**Date Printed**  
06/26/2013

This is an unofficial copy printed from the Office of Educator Certification.

**COPY - COPY - COPY**



August 22, 2013

Re: Floyd White

To Whom It May Concern:

Please accept this letter as verification that Floyd White is employed with School District 5 of Lexington and Richland Counties as a teacher. His start date was 8/13/2013. His salary is [REDACTED]

If you have any questions, or need further assistance please call Stacey Bruno at (803) 476-8199 or email at [sbruno@lexrich5.org](mailto:sbruno@lexrich5.org)

Sincerely,

Stacey K. Bruno  
Office of Human Resources  
District 5 of Lexington & Richland Counties



✓ O5T  
✓ sent LF 11/26

**Request For Personnel Action**  
**Transfer / Status / Budget Change**

Effective Date 11/20/2013

Start Date 11/20/2013 End Date

Transfer ☐ Status Change ☒ Budget Change ☐

Last Name White

First Name Floyd

MI E

SSN

POSITION INFORMATION			
Hours Per Week :		Total FTE:	
Time From:	AM To: PM (Includes min for lunch)	Category:	
Home School	DFMS - 28	Salary Class:	
Standard No. Days:		Position Step:	
Actual No. Days		Yrs, Exp	
Salary Quoted		Increment Yrs	
Leave Days:	Personal: Sick: Vacation:	Contract Level	
Insurance:	Add <input type="radio"/> Delete <input type="radio"/> Change <input type="radio"/> No Change <input type="radio"/>		

## Assignment Before Change or Termination

+	Position	FTE:	Budget No:
---	----------	------	------------

New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt
Add <input checked="" type="radio"/> Delete <input type="radio"/> Position JV Boys Lacrosse Coach FTE: Budget No: 100-271-131-0000-27 Person Replaced: James "Reed" Gunter	100		0	\$

**Comments:**

11/26/2013-add JV boys lacrosse coach supple, he is a teacher at DFMS-IIIF

**School District Five of Lexington & Richland Counties**  
**Human Resources – Employment Form**  
Fax 803-476-8196

80

*Lisa,*  
*Do a delete*  
*PAF for*  
*Crutcher*

LOCATION: Dutch Fork High - 27 DATE: 11/20/2013

PRINCIPAL/ADMINISTRATOR: Dr. Greg Owings

**EMPLOYEE INFORMATION:**

Name: Floyd White - teacher at DF MS  
Name Change: \_\_\_\_\_  
Name of Employee Replacing: \_\_\_\_\_  
Home Location: Dutch Fork Middle - 28  
Employee ID #: 21891  
Position Title: JV Boys Lacrosse Coach

**CHECK ALL THAT APPLY:**

Name Change:	<input type="checkbox"/>	Address Change:	<input type="checkbox"/>
New Hire:	<input type="checkbox"/>	(Attach Interview Notes)	
Resignation:	<input type="checkbox"/>	(Attach resignation letter)	
Transfer:	<input type="checkbox"/>	Location Change:	<input type="checkbox"/>
Status Change:	<input checked="" type="checkbox"/>	Job Title Change:	<input type="checkbox"/>
Retirement:	<input type="checkbox"/>	Supplement:	<input checked="" type="checkbox"/>
Budget Change:	<input type="checkbox"/>	(Acct numbers provided by Finance)	

Old Address: \_\_\_\_\_  
New Address: \_\_\_\_\_  
Start Date: November 20, 2013 End Date: \_\_\_\_\_  
Contract Days: \_\_\_\_\_ FTE: \_\_\_\_\_  
Actual # of contract days employed: \_\_\_\_\_

(Count **ACTUAL** days if full contract days are not worked.)

Schedule: M ☐ T ☐ W ☐ Th ☐ F ☐  
Hours a day: \_\_\_\_\_ Minutes for Lunch: \_\_\_\_\_  
Time in: \_\_\_\_\_ Time out: \_\_\_\_\_

Old Account #: \_\_\_\_\_ FTE \_\_\_\_\_


New Account #: \_\_\_\_\_ FTE \_\_\_\_\_

1	0	0	2	7	1	1	3	1	0	0	0	0	2	7

**REASON FOR EMPLOYMENT ACTION:**

*\*Need A PAF to delete*  
*replacing \_\_\_\_\_ as JV Boys Lacrosse Coach*

**SPECIAL NOTES:**

Floyd White will be at Step 0 @ 800.00. He is a teacher at Dutch Fork Middle School. This is a spring sport

**REFERENCE CHECK:**

Date: \_\_\_\_\_ Name of Reference: \_\_\_\_\_ Position: \_\_\_\_\_

Response: \_\_\_\_\_

Signature of approval by Principal/Administrator: \_\_\_\_\_

**\*\* FOR HR OFFICE USE ONLY \*\***

Accepted Offer: \_\_\_\_\_ Declined Offer: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_ Salary quoted: \$ \_\_\_\_\_

Salary Class: \_\_\_\_\_ Contract days: \_\_\_\_\_ Years Experience or Step: \_\_\_\_\_ Hrly Rate: \$ \_\_\_\_\_ Daily Rate: \$ \_\_\_\_\_

Social Security: \_\_\_\_\_ Certificate #: \_\_\_\_\_ Degree Level: \_\_\_\_\_ Experience: \_\_\_\_\_

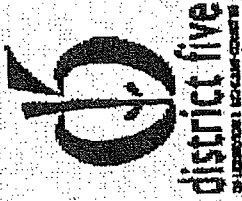
Teacher Salary Calculation: \$ \_\_\_\_\_ Contract issued: \_\_\_\_\_ NBCT: \_\_\_\_\_

Comments: \_\_\_\_\_

**Required Documents (✓) :**

Transcripts: \_\_\_\_\_ Praxis/NTE: \_\_\_\_\_ TB Test: \_\_\_\_\_ I-9: \_\_\_\_\_ Certificate: \_\_\_\_\_ Payroll Info: \_\_\_\_\_ SLED/SO/E-Verify \_\_\_\_\_

Entered in CSI (✓) : \_\_\_\_\_  
General Info: \_\_\_\_\_ Beds Codes: \_\_\_\_\_ Emp. History: \_\_\_\_\_ Notes: \_\_\_\_\_ EEOC: \_\_\_\_\_ PAF Completed: \_\_\_\_\_ Board Pkt: \_\_\_\_\_



## SCHOOL DISTRICT FIVE OF LEXINGTON &amp; RICHLAND COUNTIES

## SUPPLEMENT EXPERIENCE VERIFICATION FORM

Name Floyd White Date 11-6-13

The following information must be completed and on file in the Office of Human Resource Services before employment with District Five can be processed or salaries paid. Please list every position held beginning with the latest position. Please make certain that the information you provide is accurate, as it cannot be modified at a later date.

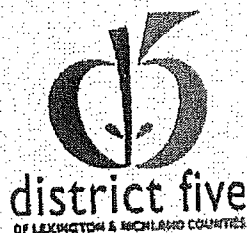
Your signature attests to the validity of the information given on this form.

*F. White*

Signature

Employer's Name and Address	Supplement Job Title & Responsibilities	Dates		Hours Per Week
		From	To	
Floyd White	SV. Lacrosse Coach			

Employer's Name and Address	Supplement Job Title & Responsibilities	Dates		Hours Per Week
		From	To	



# Request For Personnel Action Transfer / Status / Budget Change

Effective Date 08/12/14

Start Date 08/12/14 End Date

Transfer ☐ Status Change ☒ Budget Change ☐

Last Name Floyd

First Name White

MI E SSN

POSITION INFORMATION			
Hours Per Week :			Total FTE:
Time From:	AM To: PM	(Includes min for lunch)	Category:
Home School	DFMS - 28		Salary Class:
Standard No. Days:			Position Step:
Actual No. Days			Yrs. Exp
Salary Quoted			Increment Yrs
Leave Days:	Personal:	Sick:	Vacation:
Insurance:	Add <input type="radio"/> Delete <input type="radio"/> Change <input type="radio"/> No Change <input type="radio"/>		

## Assignment Before Change or Termination

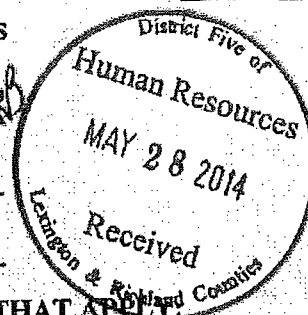
+	Position	FTE:	Budget No:

New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt
Add <input checked="" type="radio"/> Delete <input type="radio"/> Position Lead Teacher FTE: Budget No: 100-221-131-0000-28 Person Replaced:				

## Comments:

06/16/14-add stipend for 2014-2015-school year-llf

School District Five of Lexington & Richland Counties  
Human Resources – Employment Form  
Fax 803-476-8196



LOCATION: Dutch Fork Middle - 28

DATE: May 22, 2014

PRINCIPAL/ADMINISTRATOR: Dr. Gerald Gary

EMPLOYEE INFORMATION:

Name: FLOYD E. WHITE

Name Change: \_\_\_\_\_

Name of Employee Replacing: HARRIET CLEMENT

Home Location: Dutch Fork Middle - 28

Employee ID #: 21891

Position Title: LEAD TEACHER STIPEND

Old Address: \_\_\_\_\_

New Address: \_\_\_\_\_

Start Date: August 12, 2014

End Date: \_\_\_\_\_

Contract Days: \_\_\_\_\_

FTE: \_\_\_\_\_

Actual # of contract days employed: \_\_\_\_\_

(Count ACTUAL days if full contract days are not worked.)

Schedule: M ☐ T ☐ W ☐ Th ☐ F ☐

Hours a day: \_\_\_\_\_ Minutes for Lunch: \_\_\_\_\_

Time in: \_\_\_\_\_ Time out: \_\_\_\_\_

Old Account #:

1	0	0	2	2	1	1	3	1	0	0	0	0	2	8

FTE

New Account #:


FTE

REFERENCE CHECK:

Date: \_\_\_\_\_ Name of Reference: \_\_\_\_\_ Position: \_\_\_\_\_

Response: \_\_\_\_\_

Signature of approval by Principal/Administrator: \_\_\_\_\_

\*\* FOR HR OFFICE USE ONLY \*\*

Accepted Offer: \_\_\_\_\_ Declined Offer: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_ Salary quoted: \$ \_\_\_\_\_

Salary Class: \_\_\_\_\_ Contract days: \_\_\_\_\_ Years Experience or Step: \_\_\_\_\_ Hrly Rate: \$ \_\_\_\_\_ Daily Rate: \$ \_\_\_\_\_

Social Security: \_\_\_\_\_ Certificate #: \_\_\_\_\_ Degree Level: \_\_\_\_\_ Experience: \_\_\_\_\_

Teacher Salary Calculation: \$ \_\_\_\_\_ Contract issued: \_\_\_\_\_ NBCT: \_\_\_\_\_

Comments: \_\_\_\_\_

Required Documents (✓):

Transcripts: \_\_\_\_\_ Praxis/NTE: \_\_\_\_\_ TB Test: \_\_\_\_\_ I-9: \_\_\_\_\_ Certificate: \_\_\_\_\_ Payroll Info: \_\_\_\_\_ SLED/SO/E-Verify \_\_\_\_\_

Entered in CSI (✓):

General Info: \_\_\_\_\_ Beds Codes: \_\_\_\_\_ Emp. History: \_\_\_\_\_ Notes: \_\_\_\_\_ EEOC: \_\_\_\_\_ PAF Completed: \_\_\_\_\_ Board Pkt: \_\_\_\_\_



**Georgia PSC Experience Verification Form – Revised May 2015**  
 200 Piedmont Avenue SW, Suite 1702, Atlanta, GA 30334-9032  
 Please Use Dark Ink or Type

**COPY**

**Applicant Information:**

Title \_\_\_\_\_  
 Last Name White  
 Middle Name \_\_\_\_\_  
 First Name FLOYD  
 Date of Birth (MM/DD/YY) \_\_\_\_\_  
 Social Security Number or GaPSC Certification ID \_\_\_\_\_

The Experience Verification Form is used to verify educational work experience. Please do not use this form to verify occupational work experience for Career & Technical Specializations or Healthcare Science. Employment in Georgia public schools is reported electronically and need not be verified on this form. This form may be used to verify:

- Out-of-state educator experience:
    - o If applying for initial Georgia certification, any experience earned within the last five years should be verified.
    - o If applying for renewal, one year of out-of-state experience earned within the last five years should be verified.
  - Educator experience earned in a Georgia private school that does not have access to the [www.gapsc.org](http://www.gapsc.org) system. This experience may be required when applying for renewal or conversion.
- \*\*Please visit [www.gapsc.com](http://www.gapsc.com) for more information about experience you may need to verify for certification purposes.\*\***

**2. Employer Section:**

The information listed below is to be completed by the applicant's current or previous employer. For public school systems, it should be completed by the system Superintendent or Designated Personnel/Human Resources Officer. Forms signed by public school principals will not be accepted by the GaPSC unless accompanied by a letter from the school system confirming authorization to verify employment information. For independent charter schools, private schools, or agencies, the information may be completed by a Headmaster, Director, or other Designated Personnel/Human Resources Officer.

Please use separate lines for each school year (July 1 – June 30), or to document changes in employment status or teaching duties. Please verify only full-time employment as an educator.

School District Or Institution	Accrediting Agency	Dates of Service		# of Days Worked	Annual Performance Rating	Grade(s) Taught*	Subject(s) Taught*	Certificate Required for Position? (Y/N)
		From mm/dd/yy	To mm/dd/yy					
District 5 of Lexington and Richland Counties	SACS	8/13/13	6/1/14	190	Satisfactory	Middle Level	Language Arts	Y
					Unsatisfactory			
					Satisfactory			
					Unsatisfactory			
					Satisfactory			
					Unsatisfactory			
					Satisfactory			
					Unsatisfactory			
					Satisfactory			
					Unsatisfactory			
					Satisfactory			
					Unsatisfactory			

\* If the applicant was employed in multiple fields, please indicate the grade(s)/subject(s) taught for the largest portion of the work day. If Special Education was taught, please identify the disability served (e.g. BD, LD, general curriculum/cross-categorical, etc.) If Middle Grades or Special Education was taught, please identify the specific academic subject area(s).

Name of Authorized Official (print/type) Winnie Brown Signature Winnie B. Brown Date 11/6/20  
 Title Coord. of Certified Personnel Name of Institution District 5 of Lexington and Richland Counties  
 Phone Number 803-476-8000 Mailing Address 1020 Dutch Fork Rd  
 Email Address wbbrowne@lexrich5.org City, State, Zip Irmo, SC 29063



# Request For Personnel Action Transfer / Status / Budget Change

1920  
9-14-15  
1/1

Effective Date 07/01/2015

Start Date 07/01/2015 End Date

Transfer ☐ Status Change ☒ Budget Change ☐

Last Name White

First Name Floyd

MI E SSN

POSITION INFORMATION			
Hours Per Week :			Total FTE: 1.0
Time From:	AM ▼ To: PM ▼	Category: T	
	(Includes min for lunch)	Salary Class: 1A	
Home School	DFMS - 28 ▼		
Standard No. Days:	190	Position Step:	3
Actual No. Days	190	Yrs. Exp	3
Salary Quoted	\$40,499.00	Increment Yrs	▼
Leave Days:	Personal: Sick: Vacation:	Contract Level	C
Insurance:	Add <input type="radio"/> Delete <input type="radio"/> Change <input type="radio"/> No Change <input type="radio"/>		

## Assignment Before Change or Termination

+	Position	FTE:	Budget No:
---	----------	------	------------

New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt
Add <input type="radio"/> Delete <input type="radio"/> Position _____ FTE: _____ Budget No: _____ Person Replaced: _____				

## Comments:

Upgrade to Masters per teaching license.  
WBB

# South Carolina State Board of Education

## Educator License

Floyd Edmund White Jr.

License Number  
257924

Social Security Number

Validity Period  
07/01/2015 - 06/30/2019

Professional Certificate

Class  
Masters

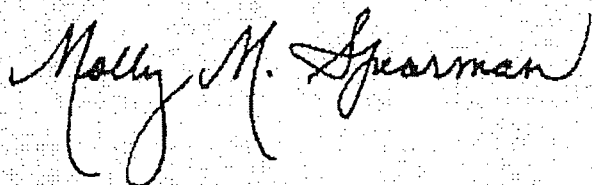
Experience  
3

### Areas of Licensure

1E - Middle Level Language Arts  
1H - Middle Level Social Studies

Endorsements  
Gifted and Talented

1.0  
T  
1A  
28  
190



Molly M. Spearman  
State Superintendent of Education

Date Printed  
09/10/2015

This is an unofficial copy printed from the Office of Educator Certification.

COPY - COPY - COPY



# Request For Personnel Action Transfer / Status / Budget Change

*5/12/14*  
*9/14*

Effective Date 08/10/2016

Start Date  End Date Transfer ☐ Status Change ☒ Budget Change ☐Last Name White First Name Floyd MI E SSN 

POSITION INFORMATION			
Hours Per Week :	<input type="text"/>	Total FTE:	1.0
Time From:	<input type="text"/> AM <input type="text"/> To: <input type="text"/> PM <input type="text"/>	Category:	T
(Includes <input type="text"/> min for lunch)		Salary Class:	1A
Home School	IHS 40 <input type="text"/>		
Standard No. Days:	190	Position Step:	4
Actual No. Days	190	Yrs. Exp	<input type="text"/>
Salary Quoted	\$42,212.00	Increment Yrs	<input type="text"/>
Leave Days:	Personal: <input type="text"/> Sick: <input type="text"/> Vacation: <input type="text"/>	Contract Level	C
Insurance:	Add <input type="radio"/> Delete <input type="radio"/> Change <input type="radio"/> No Change <input type="radio"/>		

Assignment Before Change or Termination			
+	Position	ML Lang. Arts	FTE: 1.0 Budget No: 100-113-110-0000-54

New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt
Add <input type="radio"/> Delete <input checked="" type="radio"/> Position ML Lang. Arts FTE: 1.0 Budget No: 100-113-110-0000-54 Person Replaced: <input type="text"/>				
Add <input checked="" type="radio"/> Delete <input type="radio"/> Position Admin Assistant Principal FTE: 1.0 Budget No: 100-233-110-0000-39 Person Replaced: Jeffrey Corley				

Comments:

Mr. White is moving from ML LA (DFMS) to AAP (IHS) for  
2016-2017 school year.  
SQ: [REDACTED]  
7/29/16 a. white



# Certification Portal System

Division of School Effectiveness



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

User Guide

Reports

Forms

District Contact

District Procedures

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

**Floyd Edmund White**  
**406108**  
**257924**

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

Select CID or SSN then enter a CID or SSN

☐ CID ☐ SSN

GO

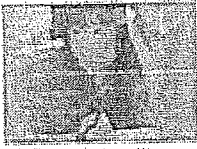
 Academic

## Experience

Years of Experience: 6.0

Year	Location	Location Code	Days	FTE	Years Credit
2018	Lexington 05	3205	240	1.0	1.0
2017	Lexington 05	3205	190	1.0	1.0
2016	Lexington 05	3205	190	1.0	1.0
2015	Lexington 05	3205	190	1.0	1.0
2014	Lexington 05	3205	190	1.0	1.0
2013	Aiken 01	0201	190	1.0	1.0

Email [CPS Administrator](#) regarding any technical difficulties.



# Certification Portal System

Division of School Effectiveness



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

User Guide
Reports
Forms
District Contact
District Procedures

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

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

**Floyd Edmund White**  
**406108**  
**257924**

Select CID or SSN then enter a CID or SSN

☐ CID ☐ SSN

**GO**

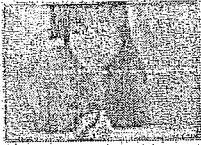


## Documents/Correspondence

Documents Received on File		Correspondence Sent	
Logged	Description	Title	Date Sent
09/03/2015	Official Transcript (USC - Columbia)	Transcript Status Letter	08/25/2015
09/03/2015	Request for Action/Change	Initial Certificate Letter-lacks ADEPT	02/06/2012
09/02/2015	Request for Action/Change	Email Response	01/26/2012
08/20/2015	Official Transcript (USC - Columbia)	Request for Additional Application Materials	01/19/2012
08/14/2015	Request for Action/Change		
08/26/2014	Request for Action/Change		
08/26/2014	Official Transcript (Converse College)		
11/07/2013	Non-case Application		
02/01/2012	Recommendations (USC - Aiken)		
02/01/2012	Official Transcript (USC - Aiken)		
01/26/2012	Social Security Card		
11/28/2011	App - Academic		
10/13/2011	Official Transcript (Aiken Technical College)		
01/27/2011	Miscellaneous		
01/27/2011	Fee Payment		
01/21/2011	FBI Report		
01/21/2011	SLED Report		
01/12/2011	App - Student Teaching		

Email CPS Administrator regarding any technical difficulties.





# Certification Portal System

Division of School Effectiveness



**SOUTH CAROLINA**  
STATE DEPARTMENT  
OF EDUCATION

User Guide  
(PDF)

Reports

Forms

District Contact

District Procedures

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

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

**Floyd Edmund White**  
**406108**  
**257924**

Select CID or SSN then enter a CID or SSN

☐ CID ☐ SSN

GO



## Credentials

Tech Proficiency 06-19-2014

Renewal Credits

No Data Available

### Passed Exams

5411 - WB: Educational Leadership:  
Administration and Supervision  
0623 - Principles of Learning and  
Teaching: Grades 5-9  
0089 - Middle Level Social Studies  
0049 - Middle Level Language Arts  
5710 - CBT PPST Reading  
5720 - CBT PPST Writing  
5730 - CBT PPST Mathematics  
(calculators prohibited)

### ADEPT Status History

Year	District	Current Contract	Evaluation Level	Evaluation Results	Next Year Contract	Next Year Hiring Status	Next Eval. Level
2017	Lexington 05	Continuing	GBE	Met	Continuing	Rehired	GBE
2016	Lexington 05	Continuing	GBE	Met	Continuing	Rehired	GBE
2015	Lexington 05	Continuing	GBE	Met	Continuing	Rehired	GBE
2014	Lexington 05	Annual 1	Summative	Met	Continuing	Rehired	GBE
2013	Alken 01	Induction 1	Formative	Met	Annual 1	Resigned	Summative

### Academic Credential History

Begin/End Validity	Group	Class	Grade	Experience	*Areas
070115 19		MA		3.0	1E 1H
070115 19		BA+18		1E.1	H
070114 19		BA		1E.1	H

### Career / Technology Credential History

Begin/End Validity	Group	Class	Grade	Experience	*Areas
No Data Available					

Email CPS Administrator regarding any technical difficulties.



December 10, 2018

Floyd E. White  
[REDACTED]

Dear Mr. White:

The purpose of this letter is to advise you that I am formally suspending your employment, with full pay and benefits, effective immediately, and recommending to the School District Five of Lexington and Richland Counties Board of Trustees that your employment with the District be terminated.

This action is being taken as a result of the fact that your teaching certificate was summarily suspended by the State Board of Education on December 7, 2018; the administration's concerns with the facts and circumstances surrounding your arrest on November 29, 2018, for drug charges and your admissions to the charges contained in the arrest warrants; and the fact that the administration has not been able to reach you to obtain information regarding the facts and circumstances surrounding your arrest.

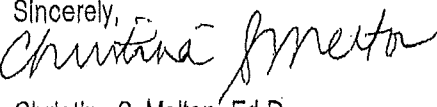
As you know, you were placed on administrative leave, with pay, following your arrest on November 29, 2018, for felony Possession with Intent to Distribute Cocaine and felony Possession with Intent to Distribute Marijuana, as well as misdemeanor Possession of a Controlled Substance.

On December 7, 2018, the State Board of Education issued an Order of Summary Suspension suspending your teaching certificate as a result of your arrest on the felony count of Possession with Intent to Distribute Cocaine and the felony count of Possession with Intent to Distribute Marijuana, as well as your two misdemeanor counts of Possession of a Controlled Substance. Your employment contract with the District requires that you maintain appropriate certification. As a result of the fact that your certificate has been suspended, you are in breach of your employment contract that requires that you be certified.

The administration also has serious concerns with the facts and circumstances that resulted in your arrest, as well as the fact that the administration has not been able to meet with you to obtain information regarding the allegations, which included allegations that you provided cocaine and marijuana to former students.

I have concluded that your conduct has resulted in the loss of your ability to serve effectively as a professional employee of the District, and justifies your dismissal pursuant to S.C. Code Ann. § 59-25-430.

As provided by Sections 59-25-450 and 59-25-470, you have the right to request a hearing on your suspension and the recommendation of termination, provided you do so in writing within 15 days of your receipt of this notice. Your request may be addressed to me, as Superintendent, or to Robert Gantt, Board Chair. I also am willing to meet with you if you wish to provide information responsive to the allegations.

Sincerely,  
  
Christina S. Melton, Ed.D.  
Superintendent

CSM:aw

www.lexrich5.org  
1020 Dutch Fork Road • Irmo, South Carolina 29063 • (803) 476-8000



VIA CERTIFIED AND REGULAR MAIL  
7017 3380 0000 1687 0768

December 11, 2018

Floyd E. White  
[REDACTED]

Dear Mr. White:

This is to advise you that at its meeting on December 10, 2018, the School District Five of Lexington and Richland Counties Board of Trustees voted to conditionally sustain my suspension and recommendation of termination of your employment imposed on December 10, 2018, subject to the Board's duty to review the matter on the merits at a Board hearing held pursuant to S.C. Code Ann. §§ 59-25-450 and -470, should you request such a hearing.

As a result of this action, I am now authorized to terminate your pay. However, I will withhold doing so for five (5) days to provide you with the opportunity to present any compelling reasons to me in writing why your pay should not be terminated at this time. In the alternative, you may have your attorney respond to the attorneys for the District.

Sincerely,

Christina S. Melton, Ed.D.  
Superintendent

CSM:aw



**CERTIFIED AND REGULAR MAIL**  
**7017 3380 0000 1687 0775**

December 18, 2018

Floyd White  
[REDACTED]

Dear Mr. White:

As you were advised by letter dated December 11, 2018, at its meeting on December 10, 2108, the School District Five of Lexington and Richland Counties Board of Trustees voted to conditionally sustain my suspension and recommendation of termination of your employment imposed on December 10, 2018, subject to the Board's duty to review the matter on the merits at a Board hearing held pursuant to S.C. Code Ann. §§ 59-25-450 and 470, should you request such a hearing.

By letter dated December 11, 2018, I advised you I was authorized to terminate your pay, but would withhold doing so for five (5) days to provide you with the opportunity to present any compelling reasons to me in writing why your pay should not be terminated at this time.

Based on my review of the facts and circumstances, including the fact that you have not responded to any of the District's efforts to communicate with you, it is my decision to terminate your pay, effective at the end of the day on December 20, 2018. Information regarding your right to continue your health insurance benefits, at your expense, will be forwarded to you in the future.

Sincerely,

Christina S. Melton, Ed.D.  
Superintendent

CSM:aw

c: Personnel File

December 18<sup>th</sup>, 2018

School District Five of Lexington & Richland Counties  
1400 Dutch Fork Road  
Irmo, SC 29063

Office of Human Resources  
DEC 19 2018  
Received

Floyd E. White



Dear Superintendent Melton and Members of the School Board:

I am requesting School District Five of Lexington & Richland Counties allow me the opportunity to resign from my position as an Assistant Principal from Dutch Fork High School, in lieu of your recent vote towards my termination.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "F. White".

Floyd E. White



December 20, 2018

Floyd E. White  
[REDACTED]

Dear Mr. White:

Please accept this as written acknowledgement of your letter in which you have resigned from your position effective **12/20/2018**. Your resignation was accepted and will be presented as information to the Lexington-Richland Five Board of Trustees at the next scheduled meeting.

District Benefits Specialist, Caren Carmichael, will be sending materials to you under separate cover regarding your option of purchasing extended group health coverage under the Consolidated Omnibus Budget Reconciliation Act. Upon receipt of this information, feel free to call Ms. Carmichael at (803) 476-8168 with any questions you may have.

Sincerely,

Christina S. Melton, Ed.D.  
Superintendent

CSM:aj;sw

cc: Dr. Allison Jacques, Chief Human Resources Officer  
Dr. Gerald Gary, Principal of Dutch Fork High School  
Personnel File

# SCHOOL DISTRICT FIVE ADMINISTRATIVE PLACEMENT WORKSHEET

Name of Administrator: \_\_\_\_\_

Position: \_\_\_\_\_

Location: \_\_\_\_\_

Floyd White  
AAP  
IHS - 190 days

1. A  
4 = General Experience (Full time not related to current job non administrative supervisory job experience)
2. B  
2 = Job Related Experience in administrative roles at a ladder level of responsibility than the current job
3. C  
1 = Like Position (total "like" experience in a current job or administrative role at comparable level or responsibility at the current job)

	JOB TITLE	EXPERIENCE	TOTAL
1. General Experience			
2. Job Related			
3. Like Position			

*Masters #*

$\frac{4}{4} + \frac{2}{2} + \frac{1}{1} = \underline{\hspace{2cm}}$  (Step)

Class: \_\_\_\_\_

Teacher Pay Scale Step: 4

Contract Days: \_\_\_\_\_

190

Number of Hours: \_\_\_\_\_

Current Days: \_\_\_\_\_

190

Daily Rate: \_\_\_\_\_

\$222.17

Step 4 X Days: 190 X Hours \_\_\_\_\_ = \_\_\_\_\_ Starting Salary

Signature of Employee: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Chief Human Resource Officer: \_\_\_\_\_

Date: \_\_\_\_\_

7-27-16

NOTES:



**School District Five of Lexington & Richland Counties**  
**Human Resources – Employment Form**  
**Fax 803-476-8196**

LOCATION: Irmo High - 40 ☒ DATE: 7/7/16

PRINCIPAL/ADMINISTRATOR: David Riegel

**EMPLOYEE INFORMATION:**

Name: Floyd White  
Name Change: \_\_\_\_\_  
Name of Employee Replacing: Jeff Corley  
Home Location: Irmo High - 40 ☒  
Employee ID #: \_\_\_\_\_  
Position Title: Administrative Assistant Principal  
Old Address: \_\_\_\_\_  
New Address: \_\_\_\_\_  
Start Date: 8/10/16 End Date: \_\_\_\_\_  
Contract Days: 190 FTE: 1.0  
Actual # of contract days employed: \_\_\_\_\_

(Count **ACTUAL** days if full contract days are not worked.)

Schedule: M ☒ T ☒ W ☒ Th ☒ F ☒  
Hours a day: 8.0 Minutes for Lunch: 30  
Time in: 8:00a Time out: 4:00p  
Old Account #: 

1	0	0
2	3	3
1	1	0
0	0	0
0	0	0
3	9	

 FTE: 1.0

**REFERENCE CHECK:**

Date: 7/7/16 Name of Reference: Dr. Gerald Gary Position: Principal, Dutch Fork Middle School  
Response: He is a superstar. Has been entrusted with many administrative responsibilities and has handled them very well.

Signature of approval by Principal/Administrator: David Riegel

**\*\* FOR HR OFFICE USE ONLY \*\***

Accepted Offer: \_\_\_\_\_ Declined Offer: \_\_\_\_\_ Date: \_\_\_\_\_ Initials: \_\_\_\_\_ Salary quoted: \$ \_\_\_\_\_  
Salary Class: \_\_\_\_\_ Contract days: \_\_\_\_\_ Years Experience or Step: \_\_\_\_\_ Hrly Rate: \$ \_\_\_\_\_ Daily Rate: \$ \_\_\_\_\_  
Social Security: \_\_\_\_\_ Certificate #: \_\_\_\_\_ Degree Level: \_\_\_\_\_ Experience: \_\_\_\_\_  
Teacher Salary Calculation: \$ \_\_\_\_\_ Contract issued: \_\_\_\_\_ NBCT: \_\_\_\_\_  
Comments: \_\_\_\_\_

**Required Documents (✓) :**

Transcripts: \_\_\_\_\_ Praxis/NTE: \_\_\_\_\_ TB Test: \_\_\_\_\_ I-9: \_\_\_\_\_ Certificate: \_\_\_\_\_ Payroll Info: \_\_\_\_\_ SLED/SO/E-Verify: \_\_\_\_\_

Entered in CSI (✓) : \_\_\_\_\_  
General Info: \_\_\_\_\_ Beds Codes: \_\_\_\_\_ Emp. History: \_\_\_\_\_ Notes: \_\_\_\_\_ EEOC: \_\_\_\_\_ PAF Completed: \_\_\_\_\_ Board Pkt: \_\_\_\_\_

**CHECK ALL THAT APPLY:**

Name Change: ☐ Address Change: ☐  
New Hire: ☒ (Attach Interview Notes)  
Resignation: ☐ (Attach resignation letter)  
Transfer: ☒ Location Change: ☒  
Status Change: ☒ Job Title Change: ☒  
Retirement: ☐ Supplement: ☐  
Budget Change: ☐ (Acct numbers provided by Finance)

**REASON FOR EMPLOYMENT ACTION:**

Mr. White is replacing Jeff Corley as our Administrative Assistant Principal. He is transferring to Irmo High School from Dutch Fork Middle School, where he served as a teacher.

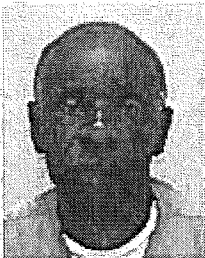
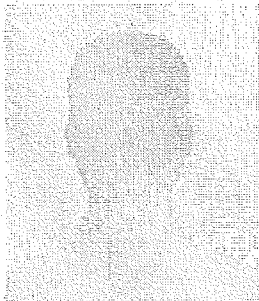
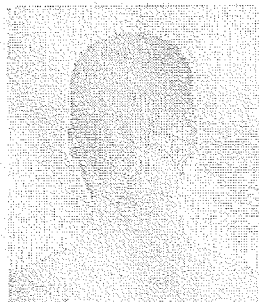
**SPECIAL NOTES:**

Please change school location to 39 to correlate with that reflected in iVisions.

# National Sex Offender Search

3 records from a national search including all states, territories and Indian Country for First Name like floyd, Last Name like white. To view a list of the jurisdictions included in this search, [click here](#).

Delaware: The jurisdiction's service is temporarily unavailable. Please try again later.

OFFENDER	AGE	ADDRESS
 WHITE, FLOYD	62	DEPARTMENT OF CORRECTIONS INCARCERATED, FL 00000 UNKNOWN <i>Residential</i>
 WHITE, FLOYDIA		N/A NORFOLK, VA* 23513 Out of State <i>PRIMARY</i>
 WHITE, FLOYDIA		N/A NORFOLK, VA 23513 NORFOLK <i>PRIMARY</i>

Dloyd White 257924

**ADEPT Status History**

Year	District	Contract Level	Eval Level	Eval Results	Hiring Status	Contract Status	Next Eval Level
2013	Aiken 01	Induction 1	Formative	Met	Rehired	Annual 1	Summative

**Note to the teacher:** ADEPT Status History information is provided to the SCDE by the local school districts. If you have questions about your ADEPT history, please contact the **ADEPT Coordinator** or the **Personnel Administrator** in the reporting school district. The SCDE can not respond to individual teacher requests for changes, corrections, or updates to ADEPT Status Histories.

**Note to school districts:** Districts must request ADEPT Status History changes, corrections, or updates in writing to the SCDE via the ADEPT Data System (ADS).

[Close Window](#)

**School District Five of Lexington and Richland Counties**  
**Irmo, South Carolina**

State of South Carolina  
Counties of Lexington and Richland

**Contract for Certified Personnel**

This agreement is entered into by and between the Board of Trustees of School District Five of Lexington and Richland Counties, hereinafter referred to as the Employer, and **Floyd White**, hereinafter referred to as the Employee. This is a (n) **Annual** contract.

The Employee possesses or will possess prior to active service with the District, a valid S.C. Teaching Certificate, other professional qualifications prerequisite to the position indicated, and an acceptable criminal history record. Failure to maintain such prerequisite professional qualifications during the contractual period shall automatically terminate this contract as of the time of the disqualification(s). Subject to any special conditions set forth below, the Employee agrees to discharge faithfully for the contract year **2013 - 2014**, all the duties imposed on an employee by the laws of S.C. and by the administrative rules and regulations of this district. The employee agrees to comply with all administrative rules, regulations, and policies of the Employer. The Employee agrees to render acceptable service and to perform all assigned duties. The administration may assign reasonable extracurricular activities for the year for which this assignment is made.

In consideration of this agreement, the Employer promises to pay the above-named Employee for professional services rendered during the life of this contract the sum to which (s) he is entitled under local, state, or federal allotments or any combination of these. Since this position depends on the availability of this funding, this contract shall be terminated on the termination of such funding. Said salary shall be paid in accordance with the provisions of the local salary schedule as determined by the type certificate and years of experience verified by the South Carolina Department of Education.

In the event the number of days of employment cannot be reduced under the laws of this State, then the District may elect to meet the loss or reduction of funds described above by imposing a pro-rata reduction of personnel salaries. In the event such salary cuts cannot otherwise reasonably be avoided, such a reduction shall be based on a uniform percentage reduction in the salary of each District employee, but the aggregate savings from such reduction shall not exceed the loss or reduction of funds to the District. Such reduction shall be spread over as many pay periods as possible, and shall apply to the contract year in which a reduction is found by the Employer School Board to be unavoidable. If for reasons of financial exigency or budgetary constraint the number of teacher and/or in-service days for the year is reduced below the number prescribed herein, no payment will be due to the Employee for days lost due to such a reduction.

This contract is for **190** days and is void unless the Employee signs and returns the original of this contract on or before **July 26, 2013**.

**ASSIGNMENT** - The following school and job assignment is tentative: **Language Arts – DUTCH FORK MIDDLE SCHOOL**

**FTE: 1.00**

**EFFECTIVE DATE: 08/13/2013**

**SPECIAL PROVISIONS:**

Signed: \_\_\_\_\_

Employee Signature

Signed: \_\_\_\_\_

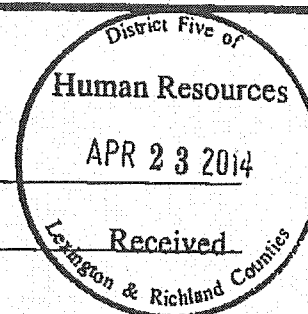
Superintendent District

Date: \_\_\_\_\_

7-17-13

Date: **July 17, 2013**

# SAFE-T Summary (ET3)



Teacher's name Floyd White

Contract level Annual

District Lexington/Richland Five

School DFMS

Grade level(s)/Subject area(s) 8<sup>th</sup> Grade ELA

Academic year 2013-2014

ADEPT Performance Standards (APSs) for Classroom-Based Teachers			Consensus Judgment	
Domain	APSs in the Domain	Key Elements in the Domain	Preliminary	Final
Domain 1: Planning	APS 1 APS 2 APS 3	11	Total: <u>2</u> <input type="checkbox"/> Met ( $\geq 10$ ) <input checked="" type="checkbox"/> Not Met ( $\leq 9$ )	Total: _____ <input type="checkbox"/> Met ( $\geq 10$ ) <input type="checkbox"/> Not Met ( $\leq 9$ )
Domain 2: Instruction	APS 4 APS 5 APS 6 APS 7	12	Total: <u>12</u> <input checked="" type="checkbox"/> Met ( $\geq 11$ ) <input type="checkbox"/> Not Met ( $\leq 10$ )	Total: _____ <input type="checkbox"/> Met ( $\geq 11$ ) <input type="checkbox"/> Not Met ( $\leq 10$ )
Domain 3: Environment	APS 8 APS 9	6	Total: <u>6</u> <input checked="" type="checkbox"/> Met ( $\geq 5$ ) <input type="checkbox"/> Not Met ( $\leq 4$ )	Total: _____ <input type="checkbox"/> Met ( $\geq 5$ ) <input type="checkbox"/> Not Met ( $\leq 4$ )
Domain 4: Professionalism	APS 10	5	Total: <u>5</u> <input checked="" type="checkbox"/> Met ( $\geq 4$ ) <input type="checkbox"/> Not Met ( $\leq 3$ )	Total: _____ <input type="checkbox"/> Met ( $\geq 4$ ) <input type="checkbox"/> Not Met ( $\leq 3$ )
Overall Judgment An overall judgment of <i>met</i> indicates that the teacher achieves the criterion level in all four domains.			<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

**Evaluators:** By signing below, I verify that (1) SAFE-T was properly implemented, (2) I was a full participant in the process, and (3) I am in agreement with the above judgments.

**Preliminary** (Evaluators' signatures and date)

**Final** (Evaluators' signatures and date)

Erin C. Doty 12/2/13  
[Signature]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teacher:** By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

**Preliminary** (Teacher's signature and date)

**Final** (Teacher's signature and date)

[Signature]

\_\_\_\_\_

## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>	<b>APS 1: Long-Range Planning</b>
<b>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.</b> The teacher <ul style="list-style-type: none"> <li>▪ identifies appropriate student information;</li> <li>▪ gives a sound explanation of the relevance of the student information to student learning; and</li> <li>▪ shows insight into the use of the student information to guide planning.</li> </ul>	
<b>Preliminary Rating for APS 1.A</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 1.A Rating</b> The LRP needs additional information about how data is used to inform instruction.	<b>Final Rating for APS 1.A</b> <input type="checkbox"/> Met (Based on preliminary LRP) <input type="checkbox"/> Met (Based on new/revised LRP) <input type="checkbox"/> Not Met (Based on new/revised LRP)  <b>Rationale for Final APS 1.A Rating</b>
<b>APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.</b> The teacher <ul style="list-style-type: none"> <li>▪ identifies long-range goals that are accurate and appropriate; and</li> <li>▪ provides a sound explanation to support conclusions regarding the most important goals for all students to achieve.</li> </ul>	
<b>Preliminary Rating for APS 1.B</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 1.B Rating</b> Long-range goals are accurate and appropriate; however, the LRP needs to articulate a sound explanation for the most important goals.	<b>Final Rating for APS 1.B</b> <input type="checkbox"/> Met (Based on preliminary LRP) <input type="checkbox"/> Met (Based on new/revised LRP) <input type="checkbox"/> Not Met (Based on new/revised LRP)  <b>Rationale for Final APS 1.B Rating</b>
<b>APS 1.C The teacher identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals.</b> The teacher <ul style="list-style-type: none"> <li>▪ identifies units that are appropriate to the context; and</li> <li>▪ presents a sound explanation for the unit sequence and timeline.</li> </ul>	
<b>Preliminary Rating for APS 1.C</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	<b>Final Rating for APS 1.C</b> <input type="checkbox"/> Met (Based on preliminary LRP) <input type="checkbox"/> Met (Based on new/revised LRP) <input type="checkbox"/> Not Met (Based on new/revised LRP)

## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>		<b>APS 1: Long-Range Planning</b>	
<b>Rationale for Preliminary APS 1.C Rating</b> Appropriate units are identified; however, an explanation for sequencing is not provided in the LRP.		<b>Rationale for Final APS 1.C Rating</b>	
<b>APS 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.</b> The teacher <ul style="list-style-type: none"> <li>▪ establishes appropriate course assessments, evaluation criteria for the course, and method(s) of reporting overall progress and achievement;</li> <li>▪ describes/maintains an appropriate record-keeping system;</li> <li>▪ presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and</li> <li>▪ presents a sound explanation of the methods for communicating the assessment information to students and their parents.</li> </ul>			
<b>Preliminary Rating for APS 1.D</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met		<b>Final Rating for APS 1.D</b> <input type="checkbox"/> Met (Based on preliminary LRP) <input type="checkbox"/> Met (Based on new/revised LRP) <input type="checkbox"/> Not Met (Based on new/revised LRP)	
<b>Rationale for Preliminary APS 1.D Rating</b> The LRP needs to explain what evidence is used to determine the appropriateness of the assessments in terms of measuring student progress and achievement.		<b>Rationale for Final APS 1.D Rating</b>	
<b>APS 1.E The teacher plans appropriate procedures for managing the classroom.</b> The teacher <ul style="list-style-type: none"> <li>▪ presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and</li> <li>▪ presents a sound explanation of the most important considerations for maximizing instructional time.</li> </ul>			
<b>Preliminary Rating for APS 1.E</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met		<b>Final Rating for APS 1.E</b> <input type="checkbox"/> Met (Based on preliminary LRP) <input type="checkbox"/> Met (Based on new/revised LRP) <input type="checkbox"/> Not Met (Based on new/revised LRP)	
<b>Rationale for Preliminary APS 1.E Rating</b> Mr. White clearly communicated classrooms routines and procedures, and the LRP explains how he uses these routines to maximize instructional time.		<b>Rationale for Final APS 1.E Rating</b>	



## SAFE-T Summary (ET3)

Domain 1: Planning	APS 1: Long-Range Planning
<p><b>Long-Range Plan (LRP) Requirement for the Final Evaluation Period</b></p> <p><input type="checkbox"/> A new/revised LRP is <u>not</u> required.</p> <p><input checked="" type="checkbox"/> A new/revised LRP <u>is</u> required.</p> <p><b>Comments</b></p> <p>A new LRP is required to revise sections A, B, C, and D.</p>	

Domain 1: Planning	APS 2: Short-Range Planning of Instruction
<p><b>APS 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies appropriate unit objectives; and</li> <li>▪ gives a sound explanation of the relevance of these objectives to student learning needs and interests.</li> </ul>	
<p><b>Preliminary Rating for APS 2.A</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 2.A Rating</b></p> <p>Unit objectives are appropriate and relevant to students' learning needs and interests.</p>	<p><b>Final Rating for APS 2.A</b></p> <p><input type="checkbox"/> Met (Based on preliminary UWS)</p> <p><input type="checkbox"/> Met (Based on new/revised UWS)</p> <p><input type="checkbox"/> Not Met (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 2.A Rating</b></p>
<p><b>APS 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ presents an appropriate, logically sequenced instructional plan for the unit; and</li> <li>▪ 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.</li> </ul>	
<p><b>Preliminary Rating for APS 2.B</b></p> <p><input type="checkbox"/> Met</p> <p><input checked="" type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 2.B Rating</b></p> <p>The LRP outlines activities and resources, but it does not address strategies used by the teacher. The LRP also needs to be revised to address what factors are considered when planning for students' needs.</p>	<p><b>Final Rating for APS 2.B</b></p> <p><input type="checkbox"/> Met (Based on preliminary UWS)</p> <p><input type="checkbox"/> Met (Based on new/revised UWS)</p> <p><input type="checkbox"/> Not Met (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 2.B Rating</b></p>

## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>	<b>APS 2: Short-Range Planning of Instruction</b>
<b>APS 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.</b> The teacher <ul style="list-style-type: none"> <li>▪ makes appropriate determinations regarding the need to make adjustments to the instructional plans; and</li> <li>▪ presents a solid rationale for making these determinations.</li> </ul>	
<b>Preliminary Rating for APS 2.C</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 2.C Rating</b> The LRP needs to reflect the adjusts that were made during the unit or would be made if the unit were taught again as well as how were those adjustments were determined.	<b>Final Rating for APS 2.C</b> <input type="checkbox"/> Met (Based on preliminary UWS) <input type="checkbox"/> Met (Based on new/revised UWS) <input type="checkbox"/> Not Met (Based on new/revised UWS)  <b>Rationale for Final APS 2.C Rating</b>
<b>Domain 1: Planning</b> <span style="float: right;"><b>APS 3: Planning Assessments and Using Data</b></span>	
<b>APS 3.A The teacher develops/selects and administers a variety of appropriate assessments.</b> The teacher <ul style="list-style-type: none"> <li>▪ develops and/or selects appropriate key unit assessments; and</li> <li>▪ presents sound evidence that these assessments are valid and reliable for all students.</li> </ul>	
<b>Preliminary Rating for APS 3.A</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 3.A Rating</b> Mr. White did a good job selecting appropriate assessments, but more information is needed to explain why the assessments were chosen and how they are valid and reliable for all students.	<b>Final Rating for APS 3.A</b> <input type="checkbox"/> Met (Based on preliminary UWS) <input type="checkbox"/> Met (Based on new/revised UWS) <input type="checkbox"/> Not Met (Based on new/revised UWS)  <b>Rationale for Final APS 3.A Rating</b>
<b>APS 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.</b> The teacher <ul style="list-style-type: none"> <li>▪ provides an appropriate and accurate analysis of student performance, and</li> <li>▪ 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.</li> </ul>	

## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>		<b>APS 3: Planning Assessments and Using Data</b>	
<b>Preliminary Rating for APS 3.B</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 3.B Rating</b> Mr. White did a good job explaining the ways in which he assesses student performance. However, more information is needed to explain how this information is used to plan for the individual needs of students.		<b>Final Rating for APS 3.B</b> <input type="checkbox"/> Met (Based on preliminary UWS) <input type="checkbox"/> Met (Based on new/revised UWS) <input type="checkbox"/> Not Met (Based on new/revised UWS)  <b>Rationale for Final APS 3.B Rating</b>	
<b>APS 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.</b> The teacher <ul style="list-style-type: none"> <li>▪ uses appropriate methods for determining student grades (or other performance indicators) for the unit,</li> <li>▪ appropriately and accurately summarizes overall student performance for the unit, and</li> <li>▪ provides a well-thought-out summary of the overall "success" of the unit, based on overall student performance.</li> </ul>			
<b>Preliminary Rating for APS 3.C</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 3.C Rating</b> Appropriate methods are used for determining grades. More details are needed to explain the ways that students mastered the content.		<b>Final Rating for APS 3.C</b> <input type="checkbox"/> Met (Based on preliminary UWS) <input type="checkbox"/> Met (Based on new/revised UWS) <input type="checkbox"/> Not Met (Based on new/revised UWS)  <b>Rationale for Final APS 3.C Rating</b>	
<b>Unit Work Sample (UWS) Requirement for the Final Evaluation Period</b> <input type="checkbox"/> A new/revised UWS is <u>not</u> required. <input checked="" type="checkbox"/> A new/revised UWS <u>is</u> required.  <b>Comments</b> A new UWS is required to revise sections that are not met.			
<b>Domain 2: Instruction</b>		<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>	

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>
<b>APS 4.A The teacher establishes, communicates, and maintains high expectations for student achievement.</b> The teacher <ul style="list-style-type: none"> <li>▪ establishes appropriately high expectations for student achievement; and</li> <li>▪ 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).</li> </ul>	
<b>Preliminary Rating for APS 4.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 4.A Rating</b> Mr. White communicated to students what the important learning would be for each lesson and explained what they are expected to learn and why.	<b>Final Rating for APS 4.A</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 4.A Rating</b>
<b>APS 4.B The teacher establishes, communicates, and maintains high expectations for student participation.</b> The teacher <ul style="list-style-type: none"> <li>▪ establishes appropriate expectations for student participation; and</li> <li>▪ effectively communicates to the students the expectations (a) for student participation during the lesson and (b) for accomplishing related assignments and tasks.</li> </ul>	
<b>Preliminary Rating for APS 4.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 4.B Rating</b> Students are expected to participate in class. Mr. White clearly communicates the ways in which he expects them to participate and creates an environment where students feel comfortable sharing.	<b>Final Rating for APS 4.B</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 4.B Rating</b>
<b>APS 4.C The teacher helps students assume responsibility for their own participation and learning.</b> The teacher <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ assists the students in developing strategies to compensate for their weaknesses when it is necessary.</li> </ul>	
<b>Preliminary Rating for APS 4.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 4.C</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>
<b>Rationale for Preliminary APS 4.C Rating</b> Mr. White encourages students to take ownership of their learning by requiring active engagement from all students.	<b>Rationale for Final APS 4.C Rating</b>

<b>Domain 2: Instruction</b>	<b>APS 5: Using Instructional Strategies to Facilitate Learning</b>
<b>APS 5.A The teacher uses appropriate instructional strategies.</b> The teacher uses instructional strategies that are <ul style="list-style-type: none"> <li>▪ appropriate for the content; and</li> <li>▪ appropriate for the students.</li> </ul>	
<b>Preliminary Rating for APS 5.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 5.A</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Rationale for Preliminary APS 5.A Rating</b> Mr. White used questioning that required students to prove their thinking as they responded.	<b>Rationale for Final APS 5.A Rating</b>
<b>APS 5.B The teacher uses a variety of instructional strategies.</b> The teacher uses a variety of instructional strategies (that is, the teacher does not always rely on the same strategy for every lesson) to <ul style="list-style-type: none"> <li>▪ convey information; and</li> <li>▪ involve and engage the students.</li> </ul>	
<b>Preliminary Rating for APS 5.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 5.B</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Rationale for Preliminary APS 5.B Rating</b> Mr. White varied instructional strategies when appropriate.	<b>Rationale for Final APS 5.B Rating</b>
<b>APS 5.C The teacher uses instructional strategies effectively.</b> The teacher's effective use of instructional strategies results in <ul style="list-style-type: none"> <li>▪ meaningful student learning; and</li> <li>▪ opportunities for all students to be engaged in the learning and to experience success.</li> </ul>	
<b>Preliminary Rating for APS 5.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 5.C</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 5: Using Instructional Strategies to Facilitate Learning</b>
<b>Rationale for Preliminary APS 5.C Rating</b> Students are engaged and experience success in Mr. White's classroom.	<b>Rationale for Final APS 5.C Rating</b>

<b>Domain 2: Instruction</b>	<b>APS 6: Providing Content for Learners</b>
<b>APS 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.</b> The teacher <ul style="list-style-type: none"> <li>▪ provides content that is accurate and current;</li> <li>▪ identifies and explains/demonstrates conceptual relationships and/or procedural steps; and</li> <li>▪ recognizes and corrects content errors when they occur.</li> </ul>	
<b>Preliminary Rating for APS 6.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 6.A Rating</b> Mr. White does a good job of providing content and explaining concepts. He addresses students' questions and misunderstandings as they occur.	<b>Final Rating for APS 6.A</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 6.A Rating</b>
<b>APS 6.B The teacher provides appropriate content.</b> The teacher <ul style="list-style-type: none"> <li>▪ provides content that is appropriate to the learning;</li> <li>▪ provides content that is appropriate to the learners; and</li> <li>▪ when possible, provides content that expands students' perspectives.</li> </ul>	
<b>Preliminary Rating for APS 6.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 6.B Rating</b> The content provided is appropriate to students' learning.	<b>Final Rating for APS 6.B</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 6.B Rating</b>
<b>APS 6.C The teacher structures the content to promote meaningful learning.</b> The teacher <ul style="list-style-type: none"> <li>▪ organizes the content in a logical sequence;</li> <li>▪ makes the content relevant, meaningful, and applicable to the students;</li> <li>▪ promotes higher level of knowledge and cognitive processing; and</li> <li>▪ clarifies the content when students exhibit difficulties.</li> </ul>	
<b>Preliminary Rating for APS 6.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 6.C</b> <input checked="" type="checkbox"/> FORMCHECKBOX Met <input type="checkbox"/> Not Met

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 6: Providing Content for Learners</b>
<b>Rationale for Preliminary APS 6.C Rating</b> Mr. White does a good job of presenting the information in a logical sequence as well as making it relevant and meaningful to students. He addresses students' questions and misunderstandings as they occur.	<b>Rationale for Final APS 6.C Rating</b>

<b>Domain 2: Instruction</b>	<b>APS 7: Monitoring, Assessing, and Enhancing Learning</b>
<b>APS 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.</b> The teacher maintains a constant awareness of student learning by <ul style="list-style-type: none"> <li>▪ engaging the students in activities such as discussions, projects, performances, assignments, and quizzes;</li> <li>▪ using effective questioning techniques; and</li> <li>▪ observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products.</li> </ul>	
<b>Preliminary Rating for APS 7.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 7.A Rating</b> Through questions and conversations with students, Mr. White does a good job of knowing his students' strengths and weaknesses.	<b>Final Rating for APS 7.A</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 7.A Rating</b>
<b>APS 7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.</b> The teacher <ul style="list-style-type: none"> <li>▪ makes appropriate decisions regarding the need to make adjustments during the lesson; and</li> <li>▪ effectively implements any needed adjustments.</li> </ul>	
<b>Preliminary Rating for APS 7.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 7.B Rating</b> Mr. White reviewed the concept of main idea with students prior to requiring them to determine main idea from a visual text. He made this adjustment in response to students' needs.	<b>Final Rating for APS 7.B</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 7.B Rating</b>



## SAFE-T Summary (ET3)

Domain 2: Instruction	APS 7: Monitoring, Assessing, and Enhancing Learning
<p><b>APS 7.C The teacher enhances student learning by providing appropriate instructional feedback to students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ provides feedback to students throughout the lesson;</li> <li>▪ provides feedback to students on all significant student work; and</li> <li>▪ provides feedback that is accurate, constructive, substantive, specific, and timely.</li> </ul>	
<p><b>Preliminary Rating for APS 7.C</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 7.C Rating</b> Feedback is given to students in order to improve instruction.</p>	<p><b>Final Rating for APS 7.C</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 7.C Rating</b></p>

Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning
<p><b>APS 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.</b></p> <p>The teacher creates and maintains a physical environment that</p> <ul style="list-style-type: none"> <li>▪ is safe; and</li> <li>▪ is conducive to learning.</li> </ul>	
<p><b>Preliminary Rating for APS 8.A</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 8.A Rating</b> The physical environment is safe and conducive to learning.</p>	<p><b>Final Rating for APS 8.A</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 8.A Rating</b></p>

<p><b>APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ displays confidence and enthusiasm; and</li> <li>▪ maintains positive and respectful relationships with and among the students.</li> </ul>	
<p><b>Preliminary Rating for APS 8.B</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 8.B Rating</b> Mr. White has positive relationships with his students and displays confidence in his teaching and interactions with others.</p>	<p><b>Final Rating for APS 8.B</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 8.B Rating</b></p>

## SAFE-T Summary (ET3)

<b>Domain 3: Environment</b>		<b>APS 8: Maintaining an Environment That Promotes Learning</b>
<b>APS 8.C The teacher creates and maintains a culture of learning in his or her classroom.</b> The teacher <ul style="list-style-type: none"> <li>▪ creates a culture of learning by facilitating inquisitive, motivation to learn, cooperation, and teamwork, and by being an active learner; and</li> <li>▪ works to ensure that every student is a "learner."</li> </ul>		
<b>Preliminary Rating for APS 8.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 8.C Rating</b> Students are encouraged to ask questions and participate in the learning process. Mr. White engages his students in discussion and encourages them to be active learners.	<b>Final Rating for APS 8.C</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 8.C Rating</b>	

<b>Domain 3: Environment</b>		<b>APS 9: Managing the Classroom</b>
<b>APS 9.A The teacher manages student behavior appropriately.</b> The teacher <ul style="list-style-type: none"> <li>▪ establishes and communicates appropriate behavioral rules and consequences;</li> <li>▪ maintains a constant awareness of events and activities in the classroom;</li> <li>▪ uses effective preventive discipline techniques; and</li> <li>▪ handles inappropriate behaviors in an effective and timely manner.</li> </ul>		
<b>Preliminary Rating for APS 9.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 9.A Rating</b> The classroom is well managed and students demonstrate an understanding of the rules and procedures.	<b>Final Rating for APS 9.A</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 9.A Rating</b>	
<b>APS 9.B The teacher makes maximal use of instructional time.</b> The teacher <ul style="list-style-type: none"> <li>▪ ensures that the students are engaged in meaningful academic learning throughout the instructional period; and</li> <li>▪ organizes the classroom in a manner that promotes a smooth flow of activity.</li> </ul>		
<b>Preliminary Rating for APS 9.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 9.B Rating</b> Mr. White uses strategies that involve students and promote academic learning.	<b>Final Rating for APS 9.B</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 9.B Rating</b>	

## SAFE-T Summary (ET3)

Domain 3: Environment	APS 9: Managing the Classroom
<p><b>APS 9.C The teacher manages essential noninstructional routines in an efficient manner.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ promotes the smooth flow of noninstructional routines; and</li> <li>▪ manages transitions between activities or classes in an efficient and orderly manner.</li> </ul>	
<p><b>Preliminary Rating for APS 9.C</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 9.C Rating</b> Mr. White has exceptional management skills. His students follow routines and procedures at all times.</p>	<p><b>Final Rating for APS 9.C</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 9.C Rating</b></p>

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities
<p><b>APS 10.A The teacher is an advocate for the students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ works effectively with colleagues to help determine and meet individual student needs; and</li> <li>▪ establishes appropriate professional relationships with others outside of the school to support the well-being of students.</li> </ul>	
<p><b>Preliminary Rating for APS 10.A</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 10.A Rating</b> Mr. White is a sponsor for a school club with one of his colleagues to increase positive behavior among 8<sup>th</sup> grade boys.</p>	<p><b>Final Rating for APS 10.A</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 10.A Rating</b></p>

<p><b>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.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ is an active contributor to school initiatives; and</li> <li>▪ supports school-related organizations and activities.</li> </ul>	
<p><b>Preliminary Rating for APS 10.B</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 10.B Rating</b> Mr. White has attended after school activities like football games and dances and is always available to help when asked.</p>	<p><b>Final Rating for APS 10.B</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 10.B Rating</b></p>

## SAFE-T Summary (ET3)

<b>Domain 4: Professionalism</b>		<b>APS 10: Fulfilling Professional Responsibilities</b>	
<b>APS 10.C The teacher is an effective communicator.</b> The teacher <ul style="list-style-type: none"> <li>▪ uses clear and correct oral and written language; and</li> <li>▪ communicates effectively and regularly with parents.</li> </ul>			
<b>Preliminary Rating for APS 10.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.C Rating</b> Mr. White communicates well with all stakeholders. He needs to be reminded to have a colleague proofread or edit documents that will be published.	<b>Final Rating for APS 10.C</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.C Rating</b>		
<b>APS 10.D The teacher exhibits professional demeanor and behavior.</b> The teacher <ul style="list-style-type: none"> <li>▪ maintains all required professional credentials;</li> <li>▪ adheres to all <i>Standards of Conduct for South Carolina Educators</i> and maintains ethical standards; and</li> <li>▪ 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).</li> </ul>			
<b>Preliminary Rating for APS 10.D</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.D Rating</b> Mr. White holds current middle level certification and is currently working on his GT endorsement. He is professional in all aspects of his job.	<b>Final Rating for APS 10.D</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.D Rating</b>		
<b>APS 10.E The teacher is an active learner.</b> The teacher <ul style="list-style-type: none"> <li>▪ accurately identifies his or her own professional strengths and weaknesses;</li> <li>▪ sets appropriate professional development goals; and</li> <li>▪ regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth.</li> </ul>			
<b>Preliminary Rating for APS 10.E</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 10.E</b> <input type="checkbox"/> Met (Based on preliminary Professional Self-Assessment) <input type="checkbox"/> Met (Based on new/revised Professional Self-Assessment) <input type="checkbox"/> Not Met		

## SAFE-T Summary (ET3)

<b>Domain 4: Professionalism</b>	<b>APS 10: Fulfilling Professional Responsibilities</b>
<p><b>Rationale for Preliminary APS 10.E Rating</b>          Mr. White did a good job identifying his professional strengths and weaknesses on his self-assessment. He is open to guidance and support from his colleagues and supervisors and works hard to improve his teaching.</p>	<p><b>Rationale for Final APS 10.E Rating</b></p>
<p><b>Professional Self-Assessment (PSA)</b>  <b>Requirement for the Final Evaluation Period</b>  <input checked="" type="checkbox"/> A new/revised PSA is <u>not</u> required.  <input type="checkbox"/> A new/revised PSA <u>is</u> required.</p>	
<p><b>Comments</b></p>	

<b>Additional Comments and Areas for Improvement</b> <i>(Optional)</i>	
<b>Preliminary Evaluation Period</b>	<b>Final Evaluation Period</b>
We are very pleased with the job that Mr. White is doing in his classroom. He is a wonderful addition to the DFMS faculty.	



School District Five of Lexington and Richland Counties  
1020 Dutch Fork Road  
Irmo, South Carolina 29063

**Principal's Recommendation for Contracts for Teachers**

Name of School: Dutch Fork Middle School

School Year: 2013-2014

Principal's Name: Dr. Gerald Gary

Employee's Name: Floyd White


Position: ML Language Arts

Contract for current year: Annual

Recommendation for: 2014-2015

- ☒ Continuing – GBE
- ☐ Continuing – Formal
- ☐ Annual – Formal 1
- ☐ Annual – Formal 2
- ☐ Annual – GBE
- ☐ Non-renewal of annual contract
- ☐ Induction
- ☐ Non-renewal of induction contract
- ☐ Letter of Agreement
- ☐ Non-Renewal

1/17/2014  
(Date)

  
(Signature of Principal)

## SAFE-T Summary (ET3)

Teacher's name Floyd White Contract level Annual

District Lexington/Richland Five School DFMS

Grade level(s)/Subject area(s) 8<sup>th</sup> Grade ELA

Academic year 2013-2014

ADEPT Performance Standards (APSs) for Classroom-Based Teachers			Consensus Judgment	
Domain	APSs in the Domain	Key Elements in the Domain	Preliminary	Final
Domain 1: Planning	APS 1 APS 2 APS 3	11	Total: <u>2</u> <input type="checkbox"/> Met ( $\geq 10$ ) <input checked="" type="checkbox"/> Not Met ( $\leq 9$ )	Total: <u>11</u> <input checked="" type="checkbox"/> Met ( $\geq 10$ ) <input type="checkbox"/> Not Met ( $\leq 9$ )
Domain 2: Instruction	APS 4 APS 5 APS 6 APS 7	12	Total: <u>12</u> <input checked="" type="checkbox"/> Met ( $\geq 11$ ) <input type="checkbox"/> Not Met ( $\leq 10$ )	Total: <u>12</u> <input checked="" type="checkbox"/> Met ( $\geq 11$ ) <input type="checkbox"/> Not Met ( $\leq 10$ )
Domain 3: Environment	APS 8 APS 9	6	Total: <u>6</u> <input checked="" type="checkbox"/> Met ( $\geq 5$ ) <input type="checkbox"/> Not Met ( $\leq 4$ )	Total: <u>6</u> <input checked="" type="checkbox"/> Met ( $\geq 5$ ) <input type="checkbox"/> Not Met ( $\leq 4$ )
Domain 4: Professionalism	APS 10	5	Total: <u>5</u> <input checked="" type="checkbox"/> Met ( $\geq 4$ ) <input type="checkbox"/> Not Met ( $\leq 3$ )	Total: <u>5</u> <input checked="" type="checkbox"/> Met ( $\geq 4$ ) <input type="checkbox"/> Not Met ( $\leq 3$ )
<b>Overall Judgment</b> An overall judgment of <i>met</i> indicates that the teacher achieves the criterion level in all four domains.			<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

**Evaluators:** By signing below, I verify that (1) SAFE-T was properly implemented, (2) I was a full participant in the process, and (3) I am in agreement with the above judgments.

Preliminary (Evaluators' signatures and date)  
Kim C. Doty 12/2/13  
D. Doty

Final (Evaluators' signatures and date)  
Kim C. Doty 3/21/14  
D. Doty 3/21/14

**Teacher:** By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

Preliminary (Teacher's signature and date)  
F. White

Final (Teacher's signature and date)  
F. White



## SAFE-T Summary (ET3)

Teacher's name Floyd White Contract level Annual  
 District Lexington/Richland Five School DFMS  
 Grade level(s)/Subject area(s) 8<sup>th</sup> Grade ELA  
 Academic year 2013-2014

ADEPT Performance Standards (APSs) for Classroom-Based Teachers			Consensus Judgment	
Domain	APSs in the Domain	Key Elements in the Domain	Preliminary	Final
Domain 1: Planning	APS 1 APS 2 APS 3	11	Total: <u>2</u> <input type="checkbox"/> Met ( $\geq 10$ ) <input checked="" type="checkbox"/> Not Met ( $\leq 9$ )	Total: <u>11</u> <input checked="" type="checkbox"/> Met ( $\geq 10$ ) <input type="checkbox"/> Not Met ( $\leq 9$ )
Domain 2: Instruction	APS 4 APS 5 APS 6 APS 7	12	Total: <u>12</u> <input checked="" type="checkbox"/> Met ( $\geq 11$ ) <input type="checkbox"/> Not Met ( $\leq 10$ )	Total: <u>12</u> <input checked="" type="checkbox"/> Met ( $\geq 11$ ) <input type="checkbox"/> Not Met ( $\leq 10$ )
Domain 3: Environment	APS 8 APS 9	6	Total: <u>6</u> <input checked="" type="checkbox"/> Met ( $\geq 5$ ) <input type="checkbox"/> Not Met ( $\leq 4$ )	Total: <u>6</u> <input checked="" type="checkbox"/> Met ( $\geq 5$ ) <input type="checkbox"/> Not Met ( $\leq 4$ )
Domain 4: Professionalism	APS 10	5	Total: <u>5</u> <input checked="" type="checkbox"/> Met ( $\geq 4$ ) <input type="checkbox"/> Not Met ( $\leq 3$ )	Total: <u>5</u> <input checked="" type="checkbox"/> Met ( $\geq 4$ ) <input type="checkbox"/> Not Met ( $\leq 3$ )
<b>Overall Judgment</b> An overall judgment of <i>met</i> indicates that the teacher achieves the criterion level in all four domains.			<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

**Evaluators:** By signing below, I verify that (1) SAFE-T was properly implemented, (2) I was a full participant in the process, and (3) I am in agreement with the above judgments.

**Preliminary** (Evaluators' signatures and date)

**Final** (Evaluators' signatures and date)

**Teacher:** By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

**Preliminary** (Teacher's signature and date)

**Final** (Teacher's signature and date)

## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>		<b>APS 1: Long-Range Planning</b>	
<p><b>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.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies appropriate student information;</li> <li>▪ gives a sound explanation of the relevance of the student information to student learning; and</li> <li>▪ shows insight into the use of the student information to guide planning.</li> </ul>			
<p><b>Preliminary Rating for APS 1.A</b></p> <p><input type="checkbox"/> Met</p> <p><input checked="" type="checkbox"/> Not Met</p>	<p><b>Final Rating for APS 1.A</b></p> <p><input type="checkbox"/> Met (Based on preliminary LRP)</p> <p><input checked="" type="checkbox"/> Met (Based on new/revised LRP)</p> <p><input type="checkbox"/> Not Met (Based on new/revised LRP)</p>		
<p><b>Rationale for Preliminary APS 1.A Rating</b></p> <p>The LRP needs additional information about how data is used to inform instruction.</p>	<p><b>Rationale for Final APS 1.A Rating</b></p> <p>The LRP explains how Mr. White varied instructional strategies and assignments based on students' needs.</p>		
<p><b>APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies long-range goals that are accurate and appropriate; and</li> <li>▪ provides a sound explanation to support conclusions regarding the most important goals for all students to achieve.</li> </ul>			
<p><b>Preliminary Rating for APS 1.B</b></p> <p><input type="checkbox"/> Met</p> <p><input checked="" type="checkbox"/> Not Met</p>	<p><b>Final Rating for APS 1.B</b></p> <p><input type="checkbox"/> Met (Based on preliminary LRP)</p> <p><input checked="" type="checkbox"/> Met (Based on new/revised LRP)</p> <p><input type="checkbox"/> Not Met (Based on new/revised LRP)</p>		
<p><b>Rationale for Preliminary APS 1.B Rating</b></p> <p>Long-range goals are accurate and appropriate; however, the LRP needs to articulate a sound explanation for the most important goals.</p>	<p><b>Rationale for Final APS 1.B Rating</b></p> <p>In his LRP, Mr. White explained that reading critically and reasoning effectively are the most important goals for students because they need to be able to comprehend a variety of texts and articulate their understanding in writing.</p>		
<p><b>APS 1.C The teacher identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies units that are appropriate to the context; and</li> <li>▪ presents a sound explanation for the unit sequence and timeline.</li> </ul>			
<p><b>Preliminary Rating for APS 1.C</b></p> <p><input type="checkbox"/> Met</p> <p><input checked="" type="checkbox"/> Not Met</p>	<p><b>Final Rating for APS 1.C</b></p> <p><input type="checkbox"/> Met (Based on preliminary LRP)</p> <p><input checked="" type="checkbox"/> Met (Based on new/revised LRP)</p> <p><input type="checkbox"/> Not Met (Based on new/revised LRP)</p>		

## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>		<b>APS 1: Long-Range Planning</b>	
<b>Rationale for Preliminary APS 1.C Rating</b> Appropriate units are identified; however, an explanation for sequencing is not provided in the LRP.		<b>Rationale for Final APS 1.C Rating</b> Mr. White explained that the units are sequenced to show a logical progression of skills and build from easiest to most difficult.	
<b>APS 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.</b> The teacher <ul style="list-style-type: none"> <li>▪ establishes appropriate course assessments, evaluation criteria for the course, and method(s) of reporting overall progress and achievement;</li> <li>▪ describes/maintains an appropriate record-keeping system;</li> <li>▪ presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and</li> <li>▪ presents a sound explanation of the methods for communicating the assessment information to students and their parents.</li> </ul>			
<b>Preliminary Rating for APS 1.D</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met		<b>Final Rating for APS 1.D</b> <input type="checkbox"/> Met (Based on preliminary LRP) <input checked="" type="checkbox"/> Met (Based on new/revised LRP) <input type="checkbox"/> Not Met (Based on new/revised LRP)	
<b>Rationale for Preliminary APS 1.D Rating</b> The LRP needs to explain what evidence is used to determine the appropriateness of the assessments in terms of measuring student progress and achievement.		<b>Rationale for Final APS 1.D Rating</b> Mr. White explained that unit tests are built using the Backwards Design model. Pre-tests are given for each unit, and the results of the pre-tests are used to plan instruction.	
<b>APS 1.E The teacher plans appropriate procedures for managing the classroom.</b> The teacher <ul style="list-style-type: none"> <li>▪ presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and</li> <li>▪ presents a sound explanation of the most important considerations for maximizing instructional time.</li> </ul>			
<b>Preliminary Rating for APS 1.E</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met		<b>Final Rating for APS 1.E</b> <input checked="" type="checkbox"/> Met (Based on preliminary LRP) <input type="checkbox"/> Met (Based on new/revised LRP) <input type="checkbox"/> Not Met (Based on new/revised LRP)	
<b>Rationale for Preliminary APS 1.E Rating</b> Mr. White clearly communicated classrooms routines and procedures, and the LRP explains how he uses these routines to maximize instructional time.		<b>Rationale for Final APS 1.E Rating</b>	

## SAFE-T Summary (ET3)

Domain 1: Planning	APS 1: Long-Range Planning
<p><b>Long-Range Plan (LRP) Requirement for the Final Evaluation Period</b></p> <p><input type="checkbox"/> A new/revised LRP is <u>not</u> required.</p> <p><input checked="" type="checkbox"/> A new/revised LRP <u>is</u> required.</p> <p><b>Comments</b></p> <p>A new LRP is required to revise sections A, B, C, and D.</p>	

Domain 1: Planning	APS 2: Short-Range Planning of Instruction
<p><b>APS 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies appropriate unit objectives; and</li> <li>▪ gives a sound explanation of the relevance of these objectives to student learning needs and interests.</li> </ul>	
<p><b>Preliminary Rating for APS 2.A</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 2.A Rating</b></p> <p>Unit objectives are appropriate and relevant to students' learning needs and interests.</p>	<p><b>Final Rating for APS 2.A</b></p> <p><input checked="" type="checkbox"/> Met (Based on preliminary UWS)</p> <p><input type="checkbox"/> Met (Based on new/revised UWS)</p> <p><input type="checkbox"/> Not Met (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 2.A Rating</b></p>
<p><b>APS 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ presents an appropriate, logically sequenced instructional plan for the unit; and</li> <li>▪ 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.</li> </ul>	
<p><b>Preliminary Rating for APS 2.B</b></p> <p><input type="checkbox"/> Met</p> <p><input checked="" type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 2.B Rating</b></p> <p>The LRP outlines activities and resources, but it does not address strategies used by the teacher. The LRP also needs to be revised to address what factors are considered when planning for students' needs.</p>	<p><b>Final Rating for APS 2.B</b></p> <p><input type="checkbox"/> Met (Based on preliminary UWS)</p> <p><input checked="" type="checkbox"/> Met (Based on new/revised UWS)</p> <p><input type="checkbox"/> Not Met (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 2.B Rating</b></p> <p>Mr. White explained activities that students would experience in the unit as well as the factors considered when planning these activities.</p>

## SAFE-T Summary (ET3)

Domain 1: Planning	APS 2: Short-Range Planning of Instruction
<b>APS 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.</b> The teacher <ul style="list-style-type: none"> <li>▪ makes appropriate determinations regarding the need to make adjustments to the instructional plans; and</li> <li>▪ presents a solid rationale for making these determinations.</li> </ul>	
<b>Preliminary Rating for APS 2.C</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 2.C Rating</b> The UWS needs to reflect the adjusts that were made during the unit or would be made if the unit were taught again as well as how were those adjustments were determined.	<b>Final Rating for APS 2.C</b> <input type="checkbox"/> Met (Based on preliminary UWS) <input checked="" type="checkbox"/> Met (Based on new/revised UWS) <input type="checkbox"/> Not Met (Based on new/revised UWS)  <b>Rationale for Final APS 2.C Rating</b> Mr. White described the adjustments he made during the unit and explained what he would do differently if the unit where taught again.

Domain 1: Planning	APS 3: Planning Assessments and Using Data
<b>APS 3.A The teacher develops/selects and administers a variety of appropriate assessments.</b> The teacher <ul style="list-style-type: none"> <li>▪ develops and/or selects appropriate key unit assessments; and</li> <li>▪ presents sound evidence that these assessments are valid and reliable for all students.</li> </ul>	
<b>Preliminary Rating for APS 3.A</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 3.A Rating</b> Mr. White did a good job selecting appropriate assessments, but more information is needed to explain why the assessments were chosen and how they are valid and reliable for all students.	<b>Final Rating for APS 3.A</b> <input type="checkbox"/> Met (Based on preliminary UWS) <input checked="" type="checkbox"/> Met (Based on new/revised UWS) <input type="checkbox"/> Not Met (Based on new/revised UWS)  <b>Rationale for Final APS 3.A Rating</b> Mr. White explained how using an item analysis and modeling questions after the Smarter Balanced Assessment helped him to create his classroom assessments.
<b>APS 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.</b> The teacher <ul style="list-style-type: none"> <li>▪ provides an appropriate and accurate analysis of student performance, and</li> <li>▪ 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.</li> </ul>	

## SAFE-T Summary (ET3)

Domain 1: Planning		APS 3: Planning Assessments and Using Data	
<b>Preliminary Rating for APS 3.B</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 3.B Rating</b> <p>Mr. White did a good job explaining the ways in which he assesses student performance. However, more information is needed to explain how this information is used to plan for the individual needs of students.</p>	<b>Final Rating for APS 3.B</b> <input type="checkbox"/> Met (Based on preliminary UWS) <input checked="" type="checkbox"/> Met (Based on new/revised UWS) <input type="checkbox"/> Not Met (Based on new/revised UWS)  <b>Rationale for Final APS 3.B Rating</b> <p>Mr. White explained his analysis of the unit assessment results as well as how he used the results to direct his instruction.</p>		
<b>APS 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.</b> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ uses appropriate methods for determining student grades (or other performance indicators) for the unit,</li> <li>▪ appropriately and accurately summarizes overall student performance for the unit, and</li> <li>▪ provides a well-thought-out summary of the overall "success" of the unit, based on overall student performance.</li> </ul>			
<b>Preliminary Rating for APS 3.C</b> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 3.C Rating</b> <p>Appropriate methods are used for determining grades. More details are needed to explain the ways that students mastered the content.</p>	<b>Final Rating for APS 3.C</b> <input type="checkbox"/> Met (Based on preliminary UWS) <input checked="" type="checkbox"/> Met (Based on new/revised UWS) <input type="checkbox"/> Not Met (Based on new/revised UWS)  <b>Rationale for Final APS 3.C Rating</b> <p>Mr. White described the results of the unit assessment. He explained that most students improved their skills. Students were able to make better inferences and give more detailed responses in regards to theme.</p>		
<b>Unit Work Sample (UWS) Requirement for the Final Evaluation Period</b> <input type="checkbox"/> A new/revised UWS is <u>not</u> required. <input checked="" type="checkbox"/> A new/revised UWS <u>is</u> required.  <b>Comments</b> <p>A new UWS is required to revise sections that are not met.</p>			
Domain 2: Instruction		APS 4: Establishing and Maintaining High Expectations for Learners	

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>		<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>	
<b>APS 4.A The teacher establishes, communicates, and maintains high expectations for student achievement.</b>			
The teacher <ul style="list-style-type: none"> <li>▪ establishes appropriately high expectations for student achievement; and</li> <li>▪ 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).</li> </ul>			
<b>Preliminary Rating for APS 4.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met		<b>Final Rating for APS 4.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	
<b>Rationale for Preliminary APS 4.A Rating</b> Mr. White communicated to students what the important learning would be for each lesson and explained what they are expected to learn and why.		<b>Rationale for Final APS 4.A Rating</b>	
<b>APS 4.B The teacher establishes, communicates, and maintains high expectations for student participation.</b>			
The teacher <ul style="list-style-type: none"> <li>▪ establishes appropriate expectations for student participation; and</li> <li>▪ effectively communicates to the students the expectations (a) for student participation during the lesson and (b) for accomplishing related assignments and tasks.</li> </ul>			
<b>Preliminary Rating for APS 4.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met		<b>Final Rating for APS 4.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	
<b>Rationale for Preliminary APS 4.B Rating</b> Students are expected to participate in class. Mr. White clearly communicates the ways in which he expects them to participate and creates an environment where students feel comfortable sharing.		<b>Rationale for Final APS 4.B Rating</b>	
<b>APS 4.C The teacher helps students assume responsibility for their own participation and learning.</b>			
The teacher <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ assists the students in developing strategies to compensate for their weaknesses when it is necessary.</li> </ul>			
<b>Preliminary Rating for APS 4.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met		<b>Final Rating for APS 4.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	



## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>
<b>Rationale for Preliminary APS 4.C Rating</b> Mr. White encourages students to take ownership of their learning by requiring active engagement from all students.	<b>Rationale for Final APS 4.C Rating</b>

<b>Domain 2: Instruction</b>	<b>APS 5: Using Instructional Strategies to Facilitate Learning</b>
<b>APS 5.A The teacher uses appropriate instructional strategies.</b> The teacher uses instructional strategies that are <ul style="list-style-type: none"> <li>▪ appropriate for the content; and</li> <li>▪ appropriate for the students.</li> </ul>	
<b>Preliminary Rating for APS 5.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 5.A Rating</b> Mr. White used questioning that required students to prove their thinking as they responded.	<b>Final Rating for APS 5.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 5.A Rating</b>
<b>APS 5.B The teacher uses a variety of instructional strategies.</b> The teacher uses a variety of instructional strategies (that is, the teacher does not always rely on the same strategy for every lesson) to <ul style="list-style-type: none"> <li>▪ convey information; and</li> <li>▪ involve and engage the students.</li> </ul>	
<b>Preliminary Rating for APS 5.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 5.B Rating</b> Mr. White varied instructional strategies when appropriate.	<b>Final Rating for APS 5.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 5.B Rating</b>
<b>APS 5.C The teacher uses instructional strategies effectively.</b> The teacher's effective use of instructional strategies results in <ul style="list-style-type: none"> <li>▪ meaningful student learning; and</li> <li>▪ opportunities for all students to be engaged in the learning and to experience success.</li> </ul>	
<b>Preliminary Rating for APS 5.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 5.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met



## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 5: Using Instructional Strategies to Facilitate Learning</b>
<b>Rationale for Preliminary APS 5.C Rating</b> Students are engaged and experience success in Mr. White's classroom.	<b>Rationale for Final APS 5.C Rating</b>

<b>Domain 2: Instruction</b>	<b>APS 6: Providing Content for Learners</b>
<b>APS 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.</b> The teacher <ul style="list-style-type: none"> <li>▪ provides content that is accurate and current;</li> <li>▪ identifies and explains/demonstrates conceptual relationships and/or procedural steps; and</li> <li>▪ recognizes and corrects content errors when they occur.</li> </ul>	
<b>Preliminary Rating for APS 6.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 6.A Rating</b> Mr. White does a good job of providing content and explaining concepts. He addresses students' questions and misunderstandings as they occur.	<b>Final Rating for APS 6.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 6.A Rating</b>

<b>APS 6.B The teacher provides appropriate content.</b> The teacher <ul style="list-style-type: none"> <li>▪ provides content that is appropriate to the learning;</li> <li>▪ provides content that is appropriate to the learners; and</li> <li>▪ when possible, provides content that expands students' perspectives.</li> </ul>	
<b>Preliminary Rating for APS 6.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 6.B Rating</b> The content provided is appropriate to students' learning.	<b>Final Rating for APS 6.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 6.B Rating</b>

<b>APS 6.C The teacher structures the content to promote meaningful learning.</b> The teacher <ul style="list-style-type: none"> <li>▪ organizes the content in a logical sequence;</li> <li>▪ makes the content relevant, meaningful, and applicable to the students;</li> <li>▪ promotes higher level of knowledge and cognitive processing; and</li> <li>▪ clarifies the content when students exhibit difficulties.</li> </ul>	
<b>Preliminary Rating for APS 6.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 6.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

## SAFE-T Summary (ET3)

Domain 2: Instruction	APS 6: Providing Content for Learners
<b>Rationale for Preliminary APS 6.C Rating</b> Mr. White does a good job of presenting the information in a logical sequence as well as making it relevant and meaningful to students. He addresses students' questions and misunderstandings as they occur.	<b>Rationale for Final APS 6.C Rating</b>

Domain 2: Instruction	APS 7: Monitoring, Assessing, and Enhancing Learning
<b>APS 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.</b> The teacher maintains a constant awareness of student learning by <ul style="list-style-type: none"> <li>engaging the students in activities such as discussions, projects, performances, assignments, and quizzes;</li> <li>using effective questioning techniques; and</li> <li>observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products.</li> </ul>	
<b>Preliminary Rating for APS 7.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 7.A Rating</b> Through questions and conversations with students, Mr. White does a good job of knowing his students' strengths and weaknesses.	<b>Final Rating for APS 7.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 7.A Rating</b>
<b>APS 7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.</b> The teacher <ul style="list-style-type: none"> <li>makes appropriate decisions regarding the need to make adjustments during the lesson; and</li> <li>effectively implements any needed adjustments.</li> </ul>	
<b>Preliminary Rating for APS 7.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 7.B Rating</b> Mr. White reviewed the concept of main idea with students prior to requiring them to determine main idea from a visual text. He made this adjustment in response to students' needs.	<b>Final Rating for APS 7.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 7.B Rating</b>

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 7: Monitoring, Assessing, and Enhancing Learning</b>
<b>APS 7.C The teacher enhances student learning by providing appropriate instructional feedback to students.</b> The teacher <ul style="list-style-type: none"> <li>▪ provides feedback to students throughout the lesson;</li> <li>▪ provides feedback to students on all significant student work; and</li> <li>▪ provides feedback that is accurate, constructive, substantive, specific, and timely.</li> </ul>	
<b>Preliminary Rating for APS 7.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 7.C Rating</b> Feedback is given to students in order to improve instruction.	<b>Final Rating for APS 7.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 7.C Rating</b>

<b>Domain 3: Environment</b>	<b>APS 8: Maintaining an Environment That Promotes Learning</b>
<b>APS 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.</b> The teacher creates and maintains a physical environment that <ul style="list-style-type: none"> <li>▪ is safe; and</li> <li>▪ is conducive to learning.</li> </ul>	
<b>Preliminary Rating for APS 8.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 8.A Rating</b> The physical environment is safe and conducive to learning.	<b>Final Rating for APS 8.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 8.A Rating</b>
<b>APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.</b> The teacher <ul style="list-style-type: none"> <li>▪ displays confidence and enthusiasm; and</li> <li>▪ maintains positive and respectful relationships with and among the students.</li> </ul>	
<b>Preliminary Rating for APS 8.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 8.B Rating</b> Mr. White has positive relationships with his students and displays confidence in his teaching and interactions with others.	<b>Final Rating for APS 8.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 8.B Rating</b>

## SAFE-T Summary (ET3)

<b>Domain 3: Environment</b>	<b>APS 8: Maintaining an Environment That Promotes Learning</b>
<b>APS 8.C The teacher creates and maintains a culture of learning in his or her classroom.</b> The teacher <ul style="list-style-type: none"> <li>▪ creates a culture of learning by facilitating inquisitive, motivation to learn, cooperation, and teamwork, and by being an active learner; and</li> <li>▪ works to ensure that every student is a "learner."</li> </ul>	
<b>Preliminary Rating for APS 8.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 8.C Rating</b> Students are encouraged to ask questions and participate in the learning process. Mr. White engages his students in discussion and encourages them to be active learners.	<b>Final Rating for APS 8.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 8.C Rating</b>

<b>Domain 3: Environment</b>	<b>APS 9: Managing the Classroom</b>
<b>APS 9.A The teacher manages student behavior appropriately.</b> The teacher <ul style="list-style-type: none"> <li>▪ establishes and communicates appropriate behavioral rules and consequences;</li> <li>▪ maintains a constant awareness of events and activities in the classroom;</li> <li>▪ uses effective preventive discipline techniques; and</li> <li>▪ handles inappropriate behaviors in an effective and timely manner.</li> </ul>	
<b>Preliminary Rating for APS 9.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 9.A Rating</b> The classroom is well managed and students demonstrate an understanding of the rules and procedures.	<b>Final Rating for APS 9.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 9.A Rating</b>
<b>APS 9.B The teacher makes maximal use of instructional time.</b> The teacher <ul style="list-style-type: none"> <li>▪ ensures that the students are engaged in meaningful academic learning throughout the instructional period; and</li> <li>▪ organizes the classroom in a manner that promotes a smooth flow of activity.</li> </ul>	
<b>Preliminary Rating for APS 9.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 9.B Rating</b> Mr. White uses strategies that involve students and promote academic learning.	<b>Final Rating for APS 9.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 9.B Rating</b>

## SAFE-T Summary (ET3)

<b>Domain 3: Environment</b>		<b>APS 9: Managing the Classroom</b>	
<b>APS 9.C The teacher manages essential noninstructional routines in an efficient manner.</b> The teacher <ul style="list-style-type: none"> <li>▪ promotes the smooth flow of noninstructional routines; and</li> <li>▪ manages transitions between activities or classes in an efficient and orderly manner.</li> </ul>			
<b>Preliminary Rating for APS 9.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 9.C Rating</b> Mr. White has exceptional management skills. His students follow routines and procedures at all times.	<b>Final Rating for APS 9.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 9.C Rating</b>		

<b>Domain 4: Professionalism</b>		<b>APS 10: Fulfilling Professional Responsibilities</b>	
<b>APS 10.A The teacher is an advocate for the students.</b> The teacher <ul style="list-style-type: none"> <li>▪ works effectively with colleagues to help determine and meet individual student needs; and</li> <li>▪ establishes appropriate professional relationships with others outside of the school to support the well-being of students.</li> </ul>			
<b>Preliminary Rating for APS 10.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.A Rating</b> Mr. White is a sponsor for a school club with one of his colleagues to increase positive behavior among 8 <sup>th</sup> grade boys.	<b>Final Rating for APS 10.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.A Rating</b>		
<b>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.</b> The teacher <ul style="list-style-type: none"> <li>▪ is an active contributor to school initiatives; and</li> <li>▪ supports school-related organizations and activities.</li> </ul>			
<b>Preliminary Rating for APS 10.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.B Rating</b> Mr. White has attended after school activities like football games and dances and is always available to help when asked.	<b>Final Rating for APS 10.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.B Rating</b>		

## SAFE-T Summary (ET3)

Domain 4: Professionalism		APS 10: Fulfilling Professional Responsibilities	
<b>APS 10.C The teacher is an effective communicator.</b> The teacher <ul style="list-style-type: none"> <li>▪ uses clear and correct oral and written language; and</li> <li>▪ communicates effectively and regularly with parents.</li> </ul>			
<b>Preliminary Rating for APS 10.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.C Rating</b> Mr. White communicates well with all stakeholders. He needs to be reminded to have a colleague proofread or edit documents that will be published.	<b>Final Rating for APS 10.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.C Rating</b>		
<b>APS 10.D The teacher exhibits professional demeanor and behavior.</b> The teacher <ul style="list-style-type: none"> <li>▪ maintains all required professional credentials;</li> <li>▪ adheres to all <i>Standards of Conduct for South Carolina Educators</i> and maintains ethical standards; and</li> <li>▪ 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).</li> </ul>			
<b>Preliminary Rating for APS 10.D</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.D Rating</b> Mr. White holds current middle level certification and is currently working on his GT endorsement. He is professional in all aspects of his job.	<b>Final Rating for APS 10.D</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.D Rating</b>		
<b>APS 10.E The teacher is an active learner.</b> The teacher <ul style="list-style-type: none"> <li>▪ accurately identifies his or her own professional strengths and weaknesses;</li> <li>▪ sets appropriate professional development goals; and</li> <li>▪ regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth.</li> </ul>			
<b>Preliminary Rating for APS 10.E</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 10.E</b> <input checked="" type="checkbox"/> Met (Based on preliminary Professional Self-Assessment) <input type="checkbox"/> Met (Based on new/revised Professional Self-Assessment) <input type="checkbox"/> Not Met		

## SAFE-T Summary (ET3)

<b>Domain 4: Professionalism</b>	<b>APS 10: Fulfilling Professional Responsibilities</b>
<p><b>Rationale for Preliminary APS 10.E Rating</b>          Mr. White did a good job identifying his professional strengths and weaknesses on his self-assessment. He is open to guidance and support from his colleagues and supervisors and works hard to improve his teaching.</p>	<p><b>Rationale for Final APS 10.E Rating</b></p>
<p><b>Professional Self-Assessment (PSA)</b>  <b>Requirement for the Final Evaluation Period</b>  <input checked="" type="checkbox"/> A new/revised PSA is <u>not</u> required.  <input type="checkbox"/> A new/revised PSA <u>is</u> required.</p>	
<p><b>Comments</b></p>	

<b>Additional Comments and Areas for Improvement</b> <i>(Optional)</i>	
<b>Preliminary Evaluation Period</b>	<b>Final Evaluation Period</b>
<p>We are very pleased with the job that Mr. White is doing in his classroom. He is a wonderful addition to the DFMS faculty.</p>	<p>Mr. White has done a fantastic job during his first year at DFMS. We look forward to helping him continue to grow as a member of our faculty.</p>

SCHOOL DISTRICT FIVE OF LEXINGTON & RICHLAND COUNTIES  
1020 Dutch Fork Road  
Irmo, South Carolina 29063



## ATHLETIC SUPPLEMENTAL ASSIGNMENT AGREEMENT

**FLOYD WHITE**

Name of Employee

**DUTCH FORK HIGH SCHOOL**

School

You are hereby offered the supplemental assignment(s) listed below for the 2015-16 school year as a supplemental agreement to your 2015-16 school year contract. This assignment is for the stated school year only, and no expectations are created concerning assignments for future years. All supplemental assignments are discretionary with the administration. Please sign below if you accept the supplemental assignment for the 2015-16 school year.

Supplemental Assignment(s)	Step Level	Additional Days (if applicable)
JV BOYS LACROSSE	2 = 1,200,00	

Tom T. Kell  
Athletic Director's Signature

5/15/15  
Date

[Signature]  
Principal's Signature

8/15/15  
Date

I accept the above supplemental assignment(s) and the terms and conditions under which it is offered.

[Signature]  
Employee

5-12-15  
Date





Winnical Brown <wbbrown@lexrich5.org>

## Masters degree

Floyd White <fwhite@lexrich5.org>  
To: Winnical Brown <wbbrown@lexrich5.org>

Wed, Aug 12, 2015 at 3:10 PM

It's that time again. I hope you have been well.

I just graduated this Saturday. Is it possible to send you an official E-Transcript or would you like it sealed and mailed to your office?

Thank you.

—  
F. White  
8th Grade ELA  
Dutch Fork Middle School  
FWhite@lexrich5.org  
(803)-476-4874  
School District Five of Lexington and Richland Counties



**SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES**  
**ENHANCED ADEPT SUMMARY SHEET**  
**2015-2016**

Teacher: Floyd White

School: DFMS

Evaluator: Erin Doty

AREA	EXEMPLARY (6 points)	PROFICIENT (4 points)	NEEDS IMPROVEMENT (2 points)	UNSATISFACTORY (0 points)	MULTIPLIER (Weight)	TOTAL
Professional Practice (See FORMAL Mosaic or Informal Mosaic* rating)		4			x 5	20
SLO (See Rating from SLO Summative Conference Scoring Table)		4			x 2	8
District Choice-Reflections (See Rating from District Five Rubric for Teacher Reflection)		4			x 3	12
					TOTAL	40

Overall Rating Guide:

Exemplary	51-60
Proficient	21-50
Needs Improvement**	11-20
Unsatisfactory**	0-10

FINAL RATING: Proficient

Teacher's Signature/Date: [Signature]

Evaluator's Signature/Date: Erin C. Doty 3/8/16

\*FORMAL Mosaic for Teachers undergoing Formal Evaluation (whose Certificate expires June 2016)  
 Informal Mosaic for Teachers undergoing Continuing Evaluation (whose Certificate does not expire June 2016)

\*\*Presumed Proficiency. Any rating other than Proficient or Exemplary must be accompanied by explicit documentation.



# Student Learning Objectives (SLO) Conference Signature Page and Summative Scoring Table

## Preliminary Conference

*[Signature]*

Teacher's Signature

*[Signature]*

Evaluator's Signature

10/9/15  
Today's Date

*Signatures denote participation.*

## Mid-Course Conference

*[Signature]*

Teacher's Signature

*[Signature]*

Evaluator's Signature

1/12/16  
Today's Date

*Signatures denote participation.*

Exemplary 100% of students met growth goal; and, 25% of students exceeded growth goal	Proficient 61% - 100% of students met growth goal	Needs Improvement 40% - 60% of students met growth goal	Unsatisfactory < 40% of students met growth goal
In addition to meeting the standard, the teacher attains a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable progress based on established standards for a significant number of students.	The work of the teacher results in student growth but does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student growth.
Almost all students _____ meet their targeted growth, and many _____ exceed their targets	A significant number of students _____ meet or exceed their targets.	A less than significant number _____ of students meet or exceed their targets.	Fewer than _____ of students meet or exceed their targets.

## End of the Year Performance:

_____ of _____ Meet/Exceed	<u>14</u> of <u>19</u> Meet/Exceed	_____ of _____ Meet/Exceed	< of _____ Meet/Exceed
_____ of _____ Exceed			

## Summary/Reflection Conference

*[Signature]*

Teacher's Signature

*[Signature]*

Evaluator's Signature

3/1/16  
Today's Date

*Signatures denote participation.*



School District Five of Lexington and Richland Counties  
Irmo, South Carolina

CONTRACT FOR PROFESSIONAL STAFF

State of South Carolina  
Counties of Lexington and Richland

This agreement is entered into by and between the Board of Trustees of School District Five of Lexington and Richland Counties, hereinafter referred to as the Employer, and Floyd White, hereinafter referred to as the Employee.

This contract is issued as a one year Continuing contract, which is subject to the renewal provisions of S.C. Code Ann. 59-26-40 (Revised 2012), and applicable Board policies.

The employee shall maintain throughout the life of this contract the required qualifications, including a valid South Carolina Teaching Credential, to perform his/her teaching assignment, in accordance with applicable federal and State laws, and all South Carolina State Board of Education implementing rules and regulations. Proof of these qualifications shall be filed by the Employee at the School District Office. Failure to maintain such professional qualifications during the contract period shall constitute grounds for termination of this contract.

The Employee agrees to render acceptable service for 240 days for the 2017-2018 school year, to perform all the duties imposed on a teacher by the District and the laws of South Carolina, to comply with all District policies and regulations, and to attend required school and District meetings or activities. The administration may assign reasonable extracurricular activities to the Employee.

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 consistent with State law; or a reduction in contract days in accordance with State law; or a termination of this agreement. Furthermore, any decline in student enrollment, elimination or change in course programming, or temporary closing of school or District operations because of emergency circumstances may require a pro-rata reduction in term and/or salary. Any such actions will be based on the recommendation of the Superintendent and must be approved by the Board. Any position eliminations will be handled in accordance with Board Policy GCQA/GCQB (Professional Personnel Reduction in Force).

If 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.

This agreement is not valid unless authorized by the Board and signed by the District Superintendent and signed by the Employee. The original must be returned to the Office of Human Resources in the School District Office on or before July 10, 2017. Any request after May 31, 2017, to be released from this contract, will be handled according to policy GCQC/GCQD.

This offer of employment is subject to receipt of a criminal record report from SLED, which reveals no good and just cause for its withdrawal. S.C. Code Ann. 59-26-40 (Revised 2012).

The Employee's assignment for the 2017-2018 contract term is Dutch Fork High School/Assistant Principal; however, it is understood that this assignment is tentative and may be changed by the administration upon notice to and consultation with the affected employee.

FTE: 1.0

Signed:

Employee

Signed:

Dr. Stephen W. Hefner, Superintendent

Date:

6-29-2017

Date:

June 29, 2017



School District Five of Lexington and Richland Counties  
Irmo, South Carolina

CONTRACT FOR PROFESSIONAL STAFF

State of South Carolina  
Counties of Lexington and Richland

This agreement is entered into by and between the Board of Trustees of School District Five of Lexington and Richland Counties, hereinafter referred to as the Employer, and Floyd White, hereinafter referred to as the Employee.

This contract is issued as a one year Continuing contract, which is subject to the renewal provisions of S.C. Code Ann. 59-26-40 (Revised 2012), and applicable Board policies.

The employee shall maintain throughout the life of this contract the required qualifications, including a valid South Carolina Teaching Credential, to perform his/her teaching assignment, in accordance with applicable federal and State laws, and all South Carolina State Board of Education implementing rules and regulations. Proof of these qualifications shall be filed by the Employee at the School District Office. Failure to maintain such professional qualifications during the contract period shall constitute grounds for termination of this contract.

The Employee agrees to render acceptable service for 190 days for the 2016-2017 school year, to perform all the duties imposed on a teacher by the District and the laws of South Carolina, to comply with all District policies and regulations, and to attend required school and District meetings or activities. The administration may assign reasonable extracurricular activities to the Employee.

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 consistent with State law; or a reduction in contract days in accordance with State law; or a termination of this agreement. Furthermore, any decline in student enrollment, elimination or change in course programming, or temporary closing of school or District operations because of emergency circumstances may require a pro-rata reduction in term and/or salary. Any such actions will be based on the recommendation of the Superintendent and must be approved by the Board. Any position eliminations will be handled in accordance with Board Policy GCQA/GCQB (Professional Personnel Reduction in Force).

If 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.

This agreement is not valid unless authorized by the Board and signed by the District Superintendent and signed by the Employee. The original must be returned to the Office of Human Resources in the School District Office on or before August 5, 2016. Any request after May 31, 2016, to be released from this contract, will be handled according to policy GCQC/GCQD.

This offer of employment is subject to receipt of a criminal record report from SLED, which reveals no good and just cause for its withdrawal. S.C. Code Ann. 59-26-40 (Revised 2012).

The Employee's assignment for the 2016-2017 contract term is Irmo High School/Administrative Assistant Principal; however, it is understood that this assignment is tentative and may be changed by the administration upon notice to and consultation with the affected employee.

FTE: 1.0

Signed:

Employee

Signed:

Dr. Stephen W. Hefner, Superintendent

Date:

Date:

July 26, 2016

This reference was submitted on 11/21/2011 11:49:12 AM.

**State of South Carolina  
South Carolina Teacher Application**

**REFERENCE FORM**

The applicant listed below is formally applying for a teaching position. As a part of the employee selection process, it is requested that each applicant forward a copy of this reference form to three persons who are uniquely familiar with his/her ability, potential, and/or past performance. Your prompt attention in completing the items below and returning the form to us will be greatly appreciated. Your reply will be considered strictly confidential. **It is strongly recommended that you select references that can comment on work experiences as an evaluator, supervisor, etc.**

**APPLICANT:** Floyd Edmund White

**POSITION DESIRED:** Middle School Teacher

Your Last Name Your First Name Your Middle Name

**NAME OF REFERENCE:** Mance Monica

**TITLE:** Teacher

**ADDRESS OF REFERENCE:** 224 Kershaw St, NE

Aiken

SC

29801

**PHONE:** 803-641-2770

**The applicant has requested to review this reference.**

Please record a number from the following scale, which describes the application in comparison with persons you have known with comparable years of experience.

1. **OUTSTANDING** - Top 10%    2. **ABOVE AVERAGE** - Top 25%    3. **AVERAGE** - Middle 50%  
4. **BELOW AVERAGE** - Bottom 25%    (LEAVE BLANK IF UNOBSERVED OR UNKNOWN)

Accuracy and dependability	2 -- ABOVE AVERAGE
Assessment of pupil needs	2 -- ABOVE AVERAGE
Attendance	2 -- ABOVE AVERAGE
Classroom management skills	1 -- OUTSTANDING
Cooperation with others	1 -- OUTSTANDING
Correct use of standard English	2 -- ABOVE AVERAGE
Development of conducive learning environment	1 -- OUTSTANDING
Effective communication	1 -- OUTSTANDING
Evaluation of pupil progress	1 -- OUTSTANDING
Flexibility	1 -- OUTSTANDING
Implementation of planned instruction	1 -- OUTSTANDING

Initiative and creativity	1 -- OUTSTANDING
Instructional planning	1 -- OUTSTANDING
Integrity	1 -- OUTSTANDING
Judgment and common sense	1 -- OUTSTANDING
Leadership Potential	1 -- OUTSTANDING
Loyalty to administration and system	1 -- OUTSTANDING
Maturity (poise, self-control)	1 -- OUTSTANDING
Motivation and relationship to pupils	1 -- OUTSTANDING
Enthusiasm for learning and teaching	1 -- OUTSTANDING
Positive attitude toward supervision	1 -- OUTSTANDING
Potential for professional growth	1 -- OUTSTANDING
Professional attitude	1 -- OUTSTANDING
Punctuality	1 -- OUTSTANDING

1. Have you seen the applicant teach? **Yes**
2. How long and in what capacity have you known the applicant?  
**I have known Floyd for one semester. I was in cooperating teacher for Social Studies at Schofield Middle School.**
3. Would you employ this person? **Yes**
4. Is this a person you would like to have teach your child? **Yes**
5. Would you prefer talking with us by telephone? **No**
6. For the position desired, I recommend the applicant: **Highly**

**ADDITIONAL COMMENTS:**

**I have observed Floyd working with students both inside and outside the classroom and he has been great. He knows how to relate to the students. He makes the lesson relevant to students and therefore they really gain a lot from the lessons. Outside the classroom, he monitors the halls during class change and helps with morning and afternoon duties. He does these things without being asked or told. He sees a need and he volunteers to help.**



This reference was submitted on 11/18/2011 2:25:08 PM.

**State of South Carolina  
South Carolina Teacher Application**

**REFERENCE FORM**

The applicant listed below is formally applying for a teaching position. As a part of the employee selection process, it is requested that each applicant forward a copy of this reference form to three persons who are uniquely familiar with his/her ability, potential, and/or past performance. Your prompt attention in completing the items below and returning the form to us will be greatly appreciated. Your reply will be considered strictly confidential. It is strongly recommended that you select references that can comment on work experiences as an evaluator, supervisor, etc.

**APPLICANT: Floyd Edmund White**

**POSITION DESIRED: Middle School Teacher**

Your Last Name Your First Name Your Middle Name

**NAME OF REFERENCE:** Lintner Timothy

**TITLE:** Professor

**ADDRESS OF REFERENCE:** USCA

471 University Parkway

Aiken

SC

29801

**PHONE:** 803-641-3564

**The applicant has requested to review this reference.**

Please record a number from the following scale, which describes the application in comparison with persons you have known with comparable years of experience.

1. OUTSTANDING - Top 10%    2. ABOVE AVERAGE - Top 25%    3. AVERAGE - Middle 50%  
4. BELOW AVERAGE - Bottom 25%    (LEAVE BLANK IF UNOBSERVED OR UNKNOWN)

Accuracy and dependability	1 – OUTSTANDING
Assessment of pupil needs	2 – ABOVE AVERAGE
Attendance	1 – OUTSTANDING
Classroom management skills	1 – OUTSTANDING
Cooperation with others	1 – OUTSTANDING
Correct use of standard English	1 – OUTSTANDING
Development of conducive learning environment	2 – ABOVE AVERAGE
Effective communication	1 – OUTSTANDING
Evaluation of pupil progress	2 – ABOVE AVERAGE
Flexibility	1 – OUTSTANDING
Implementation of planned instruction	2 – ABOVE AVERAGE



Initiative and creativity	2 -- ABOVE AVERAGE
Instructional planning	2 -- ABOVE AVERAGE
Integrity	1 -- OUTSTANDING
Judgment and common sense	1 -- OUTSTANDING
Leadership Potential	1 -- OUTSTANDING
Loyalty to administration and system	1 -- OUTSTANDING
Maturity (poise, self-control)	1 -- OUTSTANDING
Motivation and relationship to pupils	1 -- OUTSTANDING
Enthusiasm for learning and teaching	1 -- OUTSTANDING
Positive attitude toward supervision	1 -- OUTSTANDING
Potential for professional growth	1 -- OUTSTANDING
Professional attitude	1 -- OUTSTANDING
Punctuality	1 -- OUTSTANDING

1. Have you seen the applicant teach? Yes
2. How long and in what capacity have you known the applicant?  
I have known Floyd for over two years and served as his classroom instruction and his practicum and internship university supervisor.
3. Would you employ this person? Yes
4. Is this a person you would like to have teach your child? Yes
5. Would you prefer talking with us by telephone? No
6. For the position desired, I recommend the applicant: Highly

**ADDITIONAL COMMENTS:**

The complete package. Poised, professional, prepared. Floyd is one of the best middle school candidates to come through our program in some time. He has excellent classroom management. His student rapport is premised on mutual respect. He is growing in his content knowledge. His planning is sound. My suggestion is to hire Floyd NOW before someone else does. He is an exceptional educator and an exceptional young man. I give him my highest recommendation.

This reference was submitted on 11/27/2011 2:43:13 PM.

**State of South Carolina  
South Carolina Teacher Application**

**REFERENCE FORM**

The applicant listed below is formally applying for a teaching position. As a part of the employee selection process, it is requested that each applicant forward a copy of this reference form to three persons who are uniquely familiar with his/her ability, potential, and/or past performance. Your prompt attention in completing the items below and returning the form to us will be greatly appreciated. Your reply will be considered strictly confidential. It is strongly recommended that you select references that can comment on work experiences as an evaluator, supervisor, etc.

**APPLICANT: Floyd Edmund White**

**POSITION DESIRED: Middle School Teacher**

Your Last Name Your First Name Your Middle Name

**NAME OF REFERENCE:** Hallman Thomas Lee

**TITLE:** Chancellor

**ADDRESS OF REFERENCE:** University of South Carolina Aiken  
471 University Parkway  
Aiken  
SC  
29801

**PHONE:** 803-641-3434

**The applicant has requested to review this reference.**

Please record a number from the following scale, which describes the application in comparison with persons you have known with comparable years of experience.

1. OUTSTANDING - Top 10%    2. ABOVE AVERAGE - Top 25%    3. AVERAGE - Middle 50%  
4. BELOW AVERAGE - Bottom 25%    (LEAVE BLANK IF UNOBSERVED OR UNKNOWN)

Accuracy and dependability	2 -- ABOVE AVERAGE
Assessment of pupil needs	0 -- UNOBSERVED OR UNKNOWN
Attendance	1 -- OUTSTANDING
Classroom management skills	0 -- UNOBSERVED OR UNKNOWN
Cooperation with others	2 -- ABOVE AVERAGE
Correct use of standard English	2 -- ABOVE AVERAGE
Development of conducive learning environment	0 -- UNOBSERVED OR UNKNOWN
Effective communication	2 -- ABOVE AVERAGE
Evaluation of pupil progress	0 -- UNOBSERVED OR UNKNOWN
Flexibility	2 -- ABOVE AVERAGE
Implementation of planned instruction	0 -- UNOBSERVED OR UNKNOWN

Initiative and creativity	2 – ABOVE AVERAGE
Instructional planning	0 – UNOBSERVED OR UNKNOWN
Integrity	1 – OUTSTANDING
Judgment and common sense	2 – ABOVE AVERAGE
Leadership Potential	0 – UNOBSERVED OR UNKNOWN
Loyalty to administration and system	1 – OUTSTANDING
Maturity (poise, self-control)	0 – UNOBSERVED OR UNKNOWN
Motivation and relationship to pupils	0 – UNOBSERVED OR UNKNOWN
Enthusiasm for learning and teaching	2 – ABOVE AVERAGE
Positive attitude toward supervision	2 – ABOVE AVERAGE
Potential for professional growth	1 – OUTSTANDING
Professional attitude	2 – ABOVE AVERAGE
Punctuality	2 – ABOVE AVERAGE

1. Have you seen the applicant teach? **No**

2. How long and in what capacity have you known the applicant?

**Floyd was a student worker in my office for 2-3 years, and did an outstanding job at every task asked of him. I am the Chancellor of USC Aiken, and Floyd was entrusted with sensitive duties and materials frequently. I never worried about his demeanor or his discretion. He was a valued and respected member of our team in a demanding role.**

3. Would you employ this person? **Yes**

4. Is this a person you would like to have teach your child? **Yes**

5. Would you prefer talking with us by telephone? **No**

6. For the position desired, I recommend the applicant: **Highly**

**ADDITIONAL COMMENTS:**

**Floyd is an outstanding young man who will make significant contributions as an educator. He will be an asset to any school that is fortunate enough to hire him.**

This reference was submitted on 11/29/2011 3:59:21 PM.

**State of South Carolina  
South Carolina Teacher Application**

**REFERENCE FORM**

The applicant listed below is formally applying for a teaching position. As a part of the employee selection process, it is requested that each applicant forward a copy of this reference form to three persons who are uniquely familiar with his/her ability, potential, and/or past performance. Your prompt attention in completing the items below and returning the form to us will be greatly appreciated. Your reply will be considered strictly confidential. **It is strongly recommended that you select references that can comment on work experiences as an evaluator, supervisor, etc.**

**APPLICANT:** Floyd Edmund White

**POSITION DESIRED:** Middle School Teacher

Your Last Name Your First Name Your Middle Name

**NAME OF REFERENCE:** Alexander Robert Earl

**TITLE:** Chancellor Emeritus USC Aiken

**ADDRESS OF REFERENCE:** PO Box 3126

Aiken  
SC  
29802

**PHONE:** 803-439-8882

**The applicant has requested to review this reference.**

Please record a number from the following scale, which describes the application in comparison with persons you have known with comparable years of experience.

1. **OUTSTANDING** - Top 10%    2. **ABOVE AVERAGE** - Top 25%    3. **AVERAGE** - Middle 50%  
4. **BELOW AVERAGE** - Bottom 25%    (LEAVE BLANK IF UNOBSERVED OR UNKNOWN)

Accuracy and dependability	1 -- OUTSTANDING
Assessment of pupil needs	0 -- UNOBSERVED OR UNKNOWN
Attendance	1 -- OUTSTANDING
Classroom management skills	1 -- OUTSTANDING
Cooperation with others	1 -- OUTSTANDING
Correct use of standard English	1 -- OUTSTANDING
Development of conducive learning environment	1 -- OUTSTANDING
Effective communication	1 -- OUTSTANDING
Evaluation of pupil progress	1 -- OUTSTANDING
Flexibility	1 -- OUTSTANDING
Implementation of planned instruction	0 -- UNOBSERVED OR UNKNOWN

Initiative and creativity	1 -- OUTSTANDING
Instructional planning	0 -- UNOBSERVED OR UNKNOWN
Integrity	1 -- OUTSTANDING
Judgment and common sense	1 -- OUTSTANDING
Leadership Potential	1 -- OUTSTANDING
Loyalty to administration and system	1 -- OUTSTANDING
Maturity (poise, self-control)	1 -- OUTSTANDING
Motivation and relationship to pupils	1 -- OUTSTANDING
Enthusiasm for learning and teaching	1 -- OUTSTANDING
Positive attitude toward supervision	1 -- OUTSTANDING
Potential for professional growth	1 -- OUTSTANDING
Professional attitude	1 -- OUTSTANDING
Punctuality	1 -- OUTSTANDING

1. Have you seen the applicant teach?
2. How long and in what capacity have you known the applicant?  
Four years as a student and USCA and an Intern in the Chancellor's office. I worked very closely with Floyd on numerous projects. He is of the highest quality.
3. Would you employ this person? Yes
4. Is this a person you would like to have teach your child? Yes
5. Would you prefer talking with us by telephone? No
6. For the position desired, I recommend the applicant: Highly

**ADDITIONAL COMMENTS:**

**He will be a real asset to the teaching profession!**