



Teacher Induction & Retention

2017-2018

**Richland County
School District One**
*The Center for Educator
Quality*

Dr. Craig Witherspoon
Superintendent



One Vision • One Mission • One Common Purpose

A large, stylized purple splatter graphic is centered on the page. It has several irregular, teardrop-like shapes extending outwards from a central point, creating a starburst or ink-blot effect. The text 'Contact Information' is overlaid on the upper portion of this graphic.

Contact Information

Dr. Erica Fields, Director

Dr. Remona Jenkins, Coach of Special Programs

621 Bluff Road Columbia, SC 29201 (803) 400-1669 Office (803) 400-1686 Fax



Dear Colleagues,

Welcome to Richland School District One and welcome to the Induction Teacher and Retention Program (ITRP)! It is an honor to have you work with us in Richland One. I am hopeful that you will find the ITRP and its services useful as you transition to our district.

Our district's mission: "prepare every student to be a successful, contributing citizen in a global society by providing an effective and high quality education" drives us to excel to new levels of success. To achieve this mission, we must continue working toward our goals of improved **student achievement, accountability** for all, **parent and community involvement, healthy youth development, safe learning** and **work environments**, as well as a growing appreciation for **diversity** across the district.

Our work to reach these goals allows us to create learning environments that are responsive to the growing and ever-changing needs of our students. As a result, this orientation is designed to provide you with information, strategies, and tools that will be helpful to you as you strive to meet these needs.

As a new teacher in the district, we are extremely interested in your professional development as an educator. Part of our work in providing ongoing service and support to you will be based upon objectives of the RCSD1 Strategic Plan in Efficacy, Diversity, Curriculum, and Skillful Teaching. This focus, combined with a consistency of effort, will allow us to work with you to become the best teacher you can be. Our charge is to grow and develop to the point that we are providing all of our students with a high quality education which ensures that we are living up to our district's affirmation:

One Vision • One Mission • One Common Purpose.

Again, welcome to this year's orientation. We hope and trust that you find the scheduled sessions to be rewarding. Let the conversations and fellowship among you be rich, encouraging, and fulfilling, and may our vision and drive to create the best educational environment for our students be sharpened.

Please know that we thank you for what you've done, what you're doing, and for what you will continue to do for the children of Richland County School District One.

Induction Leadership Committee

*Kosha Adams Ernesto Bernal Dr. Karen Bradford Dr. Tony Boatwright Dr. Erica Fields Jabar Hankins
Bobby Hartwell Dr. Remona Jenkins, Chair Elizabeth Kohut Candice Lowman Christopher Martinez Lisa
McClain Tammy Moye Johnson Trina Offing Sherry Rivers Dr. Cindy Washington Eunice Williams*

Table of Contents

Induction Orientation Agendas	4
Professional Learning Opportunities & Assignments	7
Frequently asked Questions	20
Flowchart of Contract Levels	23
Induction Criteria Checklist	24
Program Description and Documents	25
Appendixes	35

New Teacher Orientation

DAY 1 July 25, 2017

7:45am-8:30am		Registration
8:30am-8:40am	Dr. Remona Jenkins	Welcome and Introduction of Speaker
8:40am-10:05am	<i>"How to Impact Student Achievement and Behavior Part 1"</i> Annette Breaux	Keynote Speaker
10:05am-10:15am		Break
10:15am-11:40am	<i>"How to Impact Student Achievement and Behavior Part 2"</i> Annette Breaux	Keynote Speaker
11:40am-12:00pm	Dr. Craig Witherspoon, Superintendent	Welcome Address
	12:00pm-1:15pm Lunch -Crayton Gymnasium	
1:15pm—2:00pm	Joe Fraley	Director of Security and Emergency Services
2:00pm-3:00pm	Candice Lowman	Director of Instructional Technology Services
3:00pm-3:30pm	Dr. Remona Jenkins	Q & A, Auditorium

New Teacher Orientation

DAY 2 July 26, 2017

8:00am-8:30am		Registration
8:30am-9:00am	Sandra Brossard	Chief of Teaching & Learning
9:00am-9:10am	Dr. Erica Fields	Director of Center for Educator Quality
9:10am-9:50am	Dr. Jennifer Coleman	Executive Director AARE
9:50am-10:20am	Cerissa Fulmer & Alva White	Mastery Connect
10:20am-10:30am		Break
10:30am-11:10am	Susan Williams	General Counsel
11:10am-11:30am	Ernesto Bernal	Coordinator of Foreign Language
11:30am-11:50am	Dr. Karen Bradford	Director of Special Education
11:50am-12:00pm	Dr. Sanita Savage Cousar	Chief Human Resources Officer
12:00pm-1:30pm Lunch and Certified Benefits Fair -Crayton Gymnasium		
1:30pm-3:30pm	Dr. Sanita Savage Cousar	Chief Human Resources Officer

Induction Teacher Orientation Agenda

***Induction Only**

DAY 3 July 27, 2017

8:00am-8:30am		Registration																
8:30am-10:15am	Lisa McClain, HR Coordinator Dr. Remona Jenkins, Induction Coach	Program Overview																
10:15am-10:30am		Break																
10:30am-11:00pm	Lisa McClain Dr. Remona Jenkins	Induction Q & A Induction Coach																
11:00am-11:30am	Dr. Remona Jenkins	PD 360- Induction Assignments																
11:30pm-12:00pm	Dr. Jeffrey Long	Director of Certified Employment																
12:00pm-1:00pm																		
Lunch and Classified Benefits Fair- Crayton Gymnasium																		
1:00pm-3:00pm	Consultants and Coaches	First Days of School (Room Assignments Below)																
<table border="0" style="width: 100%; font-size: small;"> <tr> <td style="width: 25%;">CATE-603</td> <td style="width: 25%;">Early Childhood (PK-2) – Media Center</td> <td style="width: 25%;">Elementary (3-5) – Rm 501</td> <td style="width: 25%;">Foreign Language &</td> </tr> <tr> <td>International Teachers- Rm 507</td> <td>Health/PE-Rm 510</td> <td>High School (9-12) – Rm 703</td> <td>Media Specialist- Rm 509</td> </tr> <tr> <td>Middle School (6-8) –Rm 504</td> <td>School Counselor-Rm 601</td> <td>Special Education – Rm 707</td> <td>Speech Therapist- Rm 512</td> </tr> <tr> <td colspan="4" style="text-align: center;">Visual Performing Arts- Rm 704</td> </tr> </table>			CATE-603	Early Childhood (PK-2) – Media Center	Elementary (3-5) – Rm 501	Foreign Language &	International Teachers- Rm 507	Health/PE- Rm 510	High School (9-12) – Rm 703	Media Specialist- Rm 509	Middle School (6-8) –Rm 504	School Counselor- Rm 601	Special Education – Rm 707	Speech Therapist- Rm 512	Visual Performing Arts- Rm 704			
CATE-603	Early Childhood (PK-2) – Media Center	Elementary (3-5) – Rm 501	Foreign Language &															
International Teachers- Rm 507	Health/PE- Rm 510	High School (9-12) – Rm 703	Media Specialist- Rm 509															
Middle School (6-8) –Rm 504	School Counselor- Rm 601	Special Education – Rm 707	Speech Therapist- Rm 512															
Visual Performing Arts- Rm 704																		
3:00pm-3:30pm	Dr. Remona Jenkins	Q & A, Auditorium																

**Certified teacher assignments questions?
Contact Remona.Jenkins @richlandone.org**

2017-2018 Induction Planner

Certified Teachers Only

(Professional Learning Opportunities and Assignments)

JULY

Professional Development			Assignment(s)	Monthly Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Induction Orientation Speaker(s)- *See Program	Jul. 25-27, 2017 8:00am-3:30pm	Crayton Middle School	NA	

AUGUST

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
			School-Based Orientation Checklist Due: August 30, 2017	The Secret of Planning Secret One PGS. 1-20

SEPTEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
SLOs/GBEs and Parent Communication Speaker(s): Lisa McClain, Human Resources Dr. Remona Jenkins	Sep. 26, 2017 4:30pm-6:00pm (K-12 th)	Olympia Learning Center Auditorium	Classroom Management Plan: General Rules and Procedures Section I Due: September 30, 2017	The Secret of Classroom Management Secret Two PGS. 21-41

OCTOBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Assessment Speaker(s): Dr. Jennifer Coleman	Oct. 24, 2017 PreK-5 th Grade 3:30pm-5:00pm 6 th -12 th Grade 5:00pm-6:30pm	Olympia Learning Center Rooms F15/F19	Classroom Management Plan : Technology Management Section 2 Teacher Reflection Due: October 26, 2017	The Secret of Instruction Secret Three PGS 43-61

NOVEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Curriculum & Instruction Speaker(s): Instructional Coaches	Nov. 28, 2017 PreK-5 th Grade 3:30pm-5:00pm 6 th -12 th Grade 4:30pm-6:00pm	*Olympia Learning Center Early Childhood-F14 Elementary- F15 Foreign Language & International- Auditorium Secondary-F18 *Crayton Middle School CATE- 501 Health/PE- Media Center SPED-510 Visual & Performing Arts- 507	Observation of Two Veteran Teachers Due: November 30, 2017	The Secret of Attitude Secret Four PGS 63-82

DECEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Classroom Management Speaker(s): Kyreem Oakes	Dec. 13, 2017 5:00pm-6:00pm	*Webinar	Curriculum and Instruction Survey (email) Due: December 14, 2017	N/A

JANUARY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Curriculum and Instruction Q&A Session/100 th Day Celebration! Speaker(s): Richland One Team	Jan. 30, 2018 PreK-5 th Grade 3:30pm-5:00pm 6 th -12 th Grade 4:30pm-6:00pm	*Olympia Learning Center Early Childhood- F14 Elementary- F15 Foreign Language & International- Auditorium Secondary- F18 *Crayton Middle School CATE- 501 Health/PE- Media Center	Teacher Self-Reflection Due: February 1, 2018	The Secret of Professionalism Secret Five PGS 83-99

SPED- 510
Visual & Performing Arts-
507

FEBRUARY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Technology Speaker(s): Candice Lowman	Feb. 27, 2018 5:00pm-6:00pm *Webinar	N/A	Video Lesson Planning Sheet Due: March 1, 2018	The Secret of Effective Discipline Secret Six PGS 101-117

MARCH

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Data Analysis Speaker(s): Cerissa Fulmer & Alva White	Mar. 28, 2017 5:00pm-6:00pm *Webinar	N/A	Video Lesson Analysis Due: March 31, 2018	The Secret of Motivation and Inspiration Secret Seven PGS 119-137

APRIL

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
End of the Year Celebration Speaker(s): Dr. Remona Jenkins	Apr. 24, 2017 4:30pm-6:00pm	Olympia Learning Center F15	Induction Program Survey (will be emailed to your district email) Due: April 26, 2018	N/A

MAY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Overview of Formal Evaluation (Classroom Teachers Only) Speaker(s): Lisa McClain	May 22, 2018 4:30pm-6:30pm	Auditorium	N/A	N/A

School Counselor assignment questions?
 Contact Trina.Offing@richlandone.org

2017-2018 Induction Planner

School Counselors Only

(Professional Learning Opportunities and Assignments)

JULY

Professional Development			Assignment(s)	Monthly Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition
Induction Orientation Speaker(s)- *See Program	Jul. 25-27, 2017 8:00am-3:30pm	Crayton Middle School - 601	N/A	

AUGUST

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition
Teaching Growth Mindset in Schools: Mindset Matters <i>Lisa King Coleman</i> <i>Author, Speaker and School Counselor</i> This session will review how Carol Dweck's research-based theory can be infused into your school to improve student success.	August 16, 2017 8:00am-3:30pm	AC Flora Auditorium	School-Based Orientation Checklist Due: August 30, 2017	Text pages 1-40
Creating A Climate and Culture For Learning: Ten Things You Should Know <i>Regenia Rawlinson</i> <i>Author, Speaker and Former School Counselor and District Administrator</i> This presentation outlines ten essential factors that influence the climate and cultural for learning in an educational setting. Participants will add to their toolbox of strategies to enhance the learning environment and thereby foster academic achievement.	August 18, 2017 8:00am-3:30pm	AC Flora Auditorium		

SEPTEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition
SLOs/GBEs and Parent Communication Speaker(s): Lisa McClain, Human Resources Dr. Remona Jenkins	Sep. 26, 2017 4:30pm-6:00pm (K-12)	Olympia Learning Center Auditorium	The ASCA National Model Themes - Leadership, Advocacy, Collaboration & Systemic Change <ul style="list-style-type: none"> ASCA National Model Themes 3rd Edition pages 1-20 Foundation <ul style="list-style-type: none"> Program Focus Student Competencies Professional Competencies Complete Brainstorming Activity pages 27- 28 Due: September 30, 2017	Text pages 1-40

OCTOBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition
Assessment Speaker(s): Dr. Jennifer Coleman	Oct. 24, 2017 5:00pm-6:30pm (K-12)	Olympia Learning Center Rooms F15/F19	Management <ul style="list-style-type: none"> Assessments Tools Complete School Counseling Assessment pages 59-62 Complete Use-of-Time Assessment pages 63 Complete School Data Profile Template pages 66-68 Due: October 26, 2017	Text pages 41-82

NOVEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition

Curriculum & Instruction Speaker(s): Trina Offing	Nov. 28, 2017 K-12 4:30pm-6:00pm	Crayton Middle School - 601	Observation of Two Veteran School Counselors <ul style="list-style-type: none"> Complete School Counseling Core Curriculum Action Plan pages 69-71 Due: November 30, 2017	Text pages 41-82
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DECEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition
Classroom Management Speaker(s): Kyreem Oakes	Dec. 13, 2017 5:00pm-6:00pm *Webinar	N/A	Delivery <ul style="list-style-type: none"> Direct Student Services Indirect Student Services Complete Lesson Plan Template page 72 - Direct Service Due: December 14, 2017	Text pages 83-98

JANUARY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition
Professional Consultation, Collaboration, Professional Responsibilities and Creating an Environment of Support/Clients Speaker(s): Trina Offing New School Counselor Reception Human Resources	Jan. 30, 2018 K-12 4:30pm-6:00pm	Crayton Middle School 601	Accountability <ul style="list-style-type: none"> Data Analysis Program Results Evaluation and Improvement Complete School Counselor Performance Appraisal Template pages 112-113 Due: February 1, 2018	Text pages 99-122

FEBRUARY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition
Technology Speaker(s): Candice Lowman	Feb. 27, 2018 5:00pm-6:00pm *Webinar	N/A	Video Lesson Planning Sheet Due: March 1, 2018	N/A

MARCH

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition
Data Analysis Speaker(s): Cerissa Fulmer & Alva White	Mar. 28, 2018 5:00pm-6:00pm *Webinar	N/A	Video Lesson Analysis Design, Ask, Track & Announce <ul style="list-style-type: none"> • Four Step Data Collection Process • Complete School Counseling Core Curriculum Results Report pages 114-116 Due: March 31, 2018	Text pages 99-122 Making Data Work (2nd Edition) Text page 3

APRIL

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition
End of the Year Celebration Speaker(s): Dr. Remona Jenkins	Apr. 24, 2018 4:30pm-6:00pm	Olympia Learning Center F15	Induction Program Survey (will be emailed to your district email) Due: April 26, 2018	N/A

MAY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	ASCA National Model: A Framework for School Counseling Programs Third Edition
End of Year Counselor's Meeting	May 9, 2018 8:30am-11:30am	TBD	Due: N/A	N/A

Media Specialist assignment questions?
 Contact Candice.Lowman@richlandone.org

2017-2018 Induction Planner

Media Specialist Only

(Professional Learning Opportunities and Assignments)

JULY

Professional Development			Assignment(s)	Monthly Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Induction Orientation Speaker(s)- *See Program	Jul. 25-27, 2017 8:00am-3:30pm	Crayton Middle School	NA	

AUGUST

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
			School-Based Orientation Checklist Due: August 30, 2017	The Secret of Planning Secret One PGS. 1-20

SEPTEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
SLOs/GBEs and Parent Communication Speaker(s): Lisa McClain, Human Resources Dr. Remona Jenkins	Sep. 26, 2017 4:30pm-6:00pm (K-12 th)	Olympia Learning Center Auditorium	There are nine objectives found in the SC Program Standards for Achieving Exemplary Libraries. The assignments will focus on the nine objectives. Assignment #1: Part 1: Objective 1-Collaborative Planning Provide an overview of how you will implement collaborative planning and what evidence you will collect to support your implementation. Part 2: Objective 2- Flexible Scheduling Provide an overview of how you will implement flexible schedule and what	The Secret of Classroom Management Secret Two PGS. 21-41

evidence you will collect to support your implementation.
Due: September 30, 2017

OCTOBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Assessment Speaker(s): Dr. Jennifer Coleman	Oct. 24, 2017 PreK-5 th Grade 3:30pm-5:00pm 6 th -12 th Grade 5:00pm-6:30pm	Olympia Learning Center Rooms F15/F19	Assignment #2: Part 1: Objective 3- Library Resource Collection Provide an overview of how you will maintain your collection and what evidence you will collect to support your implementation. Due: October 26, 2017	The Secret of Instruction Secret Three PGS 43-61

NOVEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Curriculum & Instruction Speaker(s): Library Instructional Media Consultant	Nov. 28, 2017 PreK-5 th Grade 3:30pm-5:00pm 6 th -12 th Grade 4:30pm-6:00pm	Olympia Learning Center F19	Assignment #3: Part 1: Objective 4- Reading Provide an overview of how you will implement and integrate reading and what evidence you will collect to support your implementation. Due: November 30, 2017	The Secret of Attitude Secret Four PGS 63-82

DECEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux

Classroom Management Speaker(s): Kyreem Oakes	Dec. 13, 2017 5:00pm-6:00pm	*Webinar	Curriculum and Instruction Survey (email) Due: December 14, 2017	N/A
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JANUARY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Curriculum and Instruction Speaker(s): Library Media Instructional Consultant	Jan. 30, 2018 PreK-5 th Grade 3:30pm-5:00pm 6 th -12 th Grade 4:30pm-6:00pm	Olympia Learning Center F19	Assignment #4: Part 1: Objective 6- Key Decision-Making Committees Provide an overview of how you will be involved in key decision-making committees and what evidence you will collect to support your implementation. Part 1: Objective 7- Staffing, Funding and Facilitates Provide an overview of how you will be involved in staffing, funding, and facilitates and what evidence you will collect to support your implementation. Due: February 1, 2018	The Secret of Professionalism Secret Five PGS 83-99

FEBRUARY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Technology Speaker(s): Candice Lowman	Feb. 27, 2018 5:00pm-6:00pm *Webinar	N/A	Provide an overview of how you are supporting instructional technology integration in your school. Be sure to include evidence of this support. Due: March 1, 2018	The Secret of Effective Discipline Secret Six PGS 101-117

MARCH

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Data Analysis Speaker(s): Library Media Instructional Consultant	Mar. 28, 2018 5:00pm-6:00pm *Webinar	N/A	Assignment #6: Objective 5- Data Collection Provide an overview of how you will collect data and what evidence you will collect to support your implementation. Due: March 31, 2018	The Secret of Motivation and Inspiration Secret Seven PGS 119-137

APRIL

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
End of the Year Celebration Speaker(s): Dr. Remona Jenkins	Apr. 24, 2017 4:30pm-6:00pm	Olympia Learning Center F15	Induction Program Survey (will be emailed to your district email) Due: April 26, 2018	N/A

MAY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Overview of Formal Evaluation (Classroom Teachers Only) Speaker(s): Lisa McClain	May 22, 2018 4:30pm-6:30pm	Olympia Learning Center Auditorium	N/A	N/A

**Speech assignment questions? Contact
Kosha.Adams@richlandone.org**

**2017-2018
Induction Planner**

Speech Only

(Professional Learning Opportunities and Assignments)

JULY

Professional Development			Assignment(s)	Monthly Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Induction Orientation Speaker(s)- *See Program	Jul. 25-27, 2017 8:00am-3:30pm	Crayton Middle School	NA	

AUGUST

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Attend August Speech Meeting	TBD	TBD	School-Based Orientation Checklist Due: August 30, 2017	The Secret of Planning Secret One PGS. 1-20

SEPTEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
SLOs/GBEs and Parent Communication Speaker(s): Lisa McClain, Human Resources Dr. Remona Jenkins (4:30pm-5pm)	Sep. 26, 2017 4:30pm-6:00pm (K-12)	Olympia Learning Center Auditorium	N/A	The Secret of Classroom Management Secret Two PGS. 21-41
Response To Intervention (RTI) and Time Management) Speaker(s): Kosha Adams (5:00pm-6:00pm)	5:00pm-6:00pm	F15		

OCTOBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Assessments: Formal/Criterion-Referenced Speaker(s): Kosha Adams	Oct. 24, 2017 3:30pm-5:0 pm	Olympia Learning Center F14	N/A	The Secret of Instruction Secret Three PGS 43-61

NOVEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Curriculum & Instruction Speaker(s): Kosha Adams	Nov. 28, 2017 3:30pm-5:00pm	Caughman Road Elementary	Veteran Therapist Observation Due: November 30, 2017	The Secret of Attitude Secret Four PGS 63-82

DECEMBER

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Attend December Speech Meeting Speaker(s):TBD	TBD	TBD	Curriculum and Instruction Survey (email) Due: December 14, 2017	N/A

JANUARY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Curriculum and Instruction Q&A Speaker(s): Kosha Adams - Speech Consultant	Jan. 30, 2018 3:30pm-5:00pm	Caughman Road Elementary	Therapist Self-Reflection Due: February 1, 2018	The Secret of Professionalism Secret Five PGS 83-99

FEBRUARY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Technology Speaker(s): Candice Lowman	Feb. 27, 2018 5:00pm-6:00pm *Webinar	N/A	Video Lesson Planning Sheet Due: March 1, 2018	The Secret of Effective Discipline Secret Six PGS 101-117

MARCH

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Attend Speech Meeting Speaker(s): Speech Consultant	TBD	TBD	Professional Development Needs Survey - Due: TBD	The Secret of Motivation and Inspiration Secret Seven PGS 119-137

APRIL

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
End of the Year Celebration Speaker(s): Dr, Remona Jenkins	Apr. 24, 2018 4:30pm-6:00pm	Olympia Learning Center F15	Induction Program Survey (will be emailed to your district email) Due: April 26, 2018	N/A

MAY

Professional Development			Assignment(s)	Reading(s)
Topic(s)	Date(s)/Time	Location	Edivate/PD360	Seven Simple Secrets by: A. Breaux
Attend Speech Meeting Speaker(s): Speech Consultant	TBD	TBD	Therapist Self Reflection Due: May 31, 2018	N/A

What Beginning Educators Should Know About Their First Year with Richland County School District One (Frequently Asked Questions)

How does Richland County School District One support beginning educators?

The intent of an educator induction program is to provide a systematic structure of support for all beginning educators. An induction program can help new educators improve practice by analyzing and reflecting on professional performance, develop professional responsibilities, and ultimately positively affect student learning in the classroom. In addition to providing support to beginning educators, an induction program allows veteran educators to reflect upon practice and unite the learning community as each individual works toward the same goal—improving the quality of education. An induction program can help new educators find themselves in an environment that cultivates continual growth and success.

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

A comprehensive induction program, such as the Richland County School District One's Induction Program, includes:

- ★ Induction orientation
- ★ Mentoring relationships between beginning educators and veteran educators
- ★ Formative feedback aligned with the ADEPT Performance Standards
- ★ Opportunities for networking with other educators
- ★ Professional growth opportunities for beginning educators
- ★ Mentor training to help develop the skills of the veteran educators serving as mentors
- ★ Coaching Support

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

Why do induction educators have to participate in the Induction Teacher and Retention Program, the district's state-approved induction program?

According to ADEPT Regulation, RCSD1 must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout the school year. District induction plans must comply with the State Board of Education's guidelines for assisting induction-contract teachers and must be approved by the State Board of Education prior to implementation. RCSD1 is required to submit end-of-year information on teachers employed under induction contracts to the state Department of Education. Educators who successfully complete the induction program will be eligible to complete the SAFE-T formal evaluation process, a state requirement for advancing from an initial to a professional certificate.

What is an Initial Certificate?

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

Why is it important to hold a Professional Certificate?

The Employment and Dismissal Act (Appendix B) applies to educators who hold a professional certificate. A professional Certificate is required to receive a continuing contract.

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

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

- ★ Successful completion of the PRAXIS II, Principles of Learning and Teaching Exam (indicate on your Education Testing Services' registration form that PLT scores should be sent directly to the South Carolina Department of Education)
- ★ Successful completion of SAFE-T Formal Evaluation (evaluation results are sent in JUNE of each year to the South Carolina Department of Education by the Office of Teacher Quality)

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

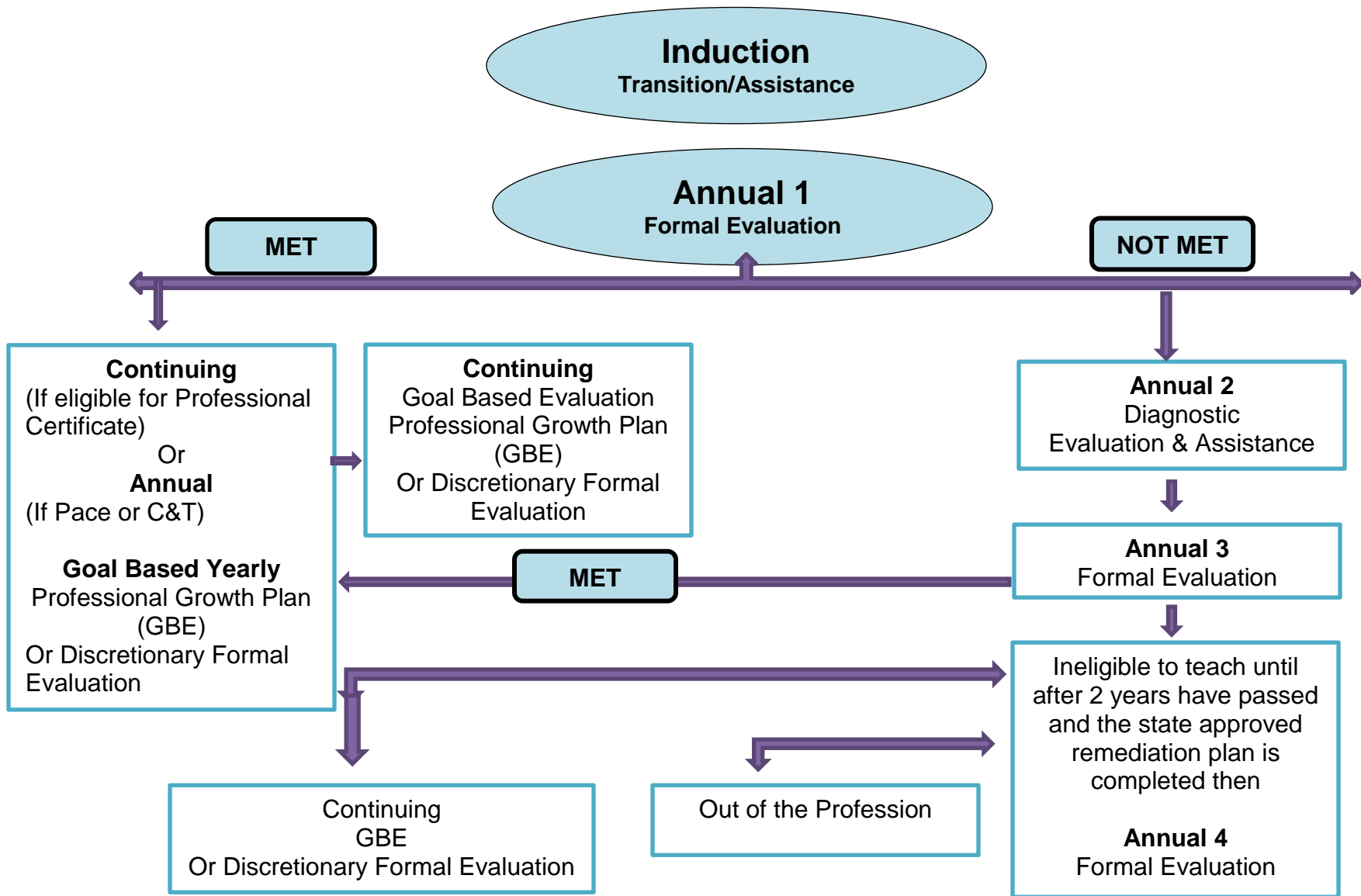
How does an induction educator advance from the induction year to the required formal evaluation year?

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

What happens if an induction educator fails to meet the criteria of the Induction year that has been outlined for them?

Induction contract teachers are expected to complete all criteria of the Induction Teacher and Retention Program in order to receive their recertification credit from the class. Additionally, induction contract teachers are also expected to complete their induction year evaluation process at their school and pass with rating of "Met". Induction contract teachers **are not** guaranteed employment from year to year. **Therefore, a "Not Met" rating during the induction year may result in a decision of "Do Not Rehire" as indicated on the Induction Contract Personnel Summary Report.** If granted a contract in Richland One the following school year, the induction educator is eligible for an Annual One contract which requires a formal evaluation process.

Flowchart of Contract Levels



Induction Teacher and Retention Program

This handbook will help you understand the guidelines and requirements of the Richland County School District One Induction Teacher and Retention Program.

The Goal: Beginning educators will gain accelerated success, classroom effectiveness and self-confidence.

The Mission: To provide new teachers with everything necessary to become a quality professional and engaging educator.

Criteria for the 2017-2018 School Year

Requirement	Date(s) Completed/Attended
1. Attend District- Based Orientation	
2. Participate in Monthly Sessions ★ See Induction Planner Pages 7-9	
3. Complete Monthly Assignments ★ See Induction Planner Pages 7-9	
4. Complete Assigned Reading ★ See Induction Planner Pages 7-9	
5. Participate in Formative Feedback Process with Mentor	
6. Participate in the Induction Year Evaluation Process	
7. Complete all other School and District Requirements	

Induction Teacher School - Based Orientation

Richland County School District One will offer a three-day preparation for beginning educators to the District. The three-day event will be held from **Tuesday, July 25, 2017 – Thursday, July 27, 2017** at Crayton Middle School.

For beginning educators hired after induction orientation, **Wednesday, September 21, 2017** is the make-up date for missed sessions. School-based orientations will be provided by each individual school.

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

According to the South Carolina Induction and Mentoring Guidelines under the ADEPT Regulation, **building administrators are required to conduct a school orientation to help new educators** navigate their respective school communities.

As your principal or a designee of the principal conducts your orientation to your new school, please complete the **School Orientation Form**. Then, secure the signature of your principal or the principal's designee facilitating the orientation. Keep a copy for your records. Submit a copy to Edivate/PD360.

School Orientation Checklist Form

Teacher's Name _____ **Name of School**

The School Orientation Checklist is a great way for you to acquire important information about your district and school. Complete the following information and submit the completed checklist by August 30, 2017.

1. **Principal(s):**
2. **Superintendent:**
3. **Curriculum Resource Teacher:**
4. **Special Education Contact:**
5. **True North Logic:**
6. **RCSD1 Technology Help Desk Telephone #:**
7. **The Members of Your Induction Team:**
 - ★ **Building Administrator/Principal:**
 - ★ **Mentor (to be provided by district facilitator for Induction and Mentoring):**

8. Important Contacts

Guidance Counselor(s):

Department/Grade-Level Chair:

School Librarian:

Attendance Clerk:

Secretary/Secretaries:

Bookkeeper:

Textbook Distribution:

Custodian:

Food Service(s):

Copier Machine Support:

Instructional Technology Coach:

CEQ Coach:

9. Please initial your receipt of both a written and oral explanation of the following policies

- _____ Bell schedules (including half-days, assembly days, etc.)
- _____ Student attendance policy and procedures (including tardy policy)
- _____ Staff absence and substitute procedures
- _____ Special duty assignments
- _____ Review of curriculum and/or program initiatives specific to school
- _____ Procedures for issuing books and supplies to students

- _____ Procedures for requesting books and supplies
- _____ Lunchroom procedures and schedule
- _____ Building maintenance procedures (including who to go to for requests)
- _____ Review of Teacher Handbook
- _____ Review of Student/Parent Handbook
- _____ Procedures for lesson plans
- _____ Procedures for obtaining curriculum documents
- _____ Procedures for handling money and receipts
- _____ Procedures for handling referrals for special education and special services for students
- _____ School's homework policy, if applicable
- _____ Procedures for conducting parent conferences
- _____ Procedures for maintaining grades and grade reporting
- _____ Review of school clubs/organizations/special events
- _____ Review of school calendar
- _____ Schedule of and requirements for in-service(s) and workdays
- _____ Procedures for using media center or requesting materials from the media center
- _____ Procedures for discipline, including school-wide behavior management systems and discipline referrals
- _____ Procedures for accidents and emergencies
- _____ Field trip policy and procedures
- _____ Review of 504 requirements (including respective students with 504 accommodations)
- _____ Review CORE team referral process
- _____ Review of procedures for first week of school
- _____ Relevant information on students assigned to the teacher (504 accommodations, special education requirements, special needs, and relevant cultural and economic information)
- _____ Tour of the school building. The tour should include: important offices, resources available, Xerox machine, faculty bathrooms, etc.
- _____ How to use the copier machine for copying and scanning documents
- _____ How to submit a School Dude technology support ticket
- _____ Procedures for meeting technology proficiency requirements
- _____ How to access the Student Device forms and procedures
- _____ Procedures for registering for courses and professional learning using True North Logic
- _____ Review RTI team referral process
- _____ Review of AUP Policy

10. Other: _____

Date of School Orientation

Signature of Teacher

Signature of Building Administrator

CLASSROOM MANAGEMENT TEMPLATE

Section I

Conducting School Orientation

Section I

Name: _____ 2017-2018

Grade Level: _____ School: _____

Section 1: Routines and Procedures

Class Attention Signal(s)	
---------------------------	--

My Morning Routines

Entering the room	
Getting started on work	
Arriving late	
Getting materials	
Other	

My Routines for Managing Work

Getting assignments and turning in work	
Managing independent work times	
Managing cooperative work times	
Getting assistance	
Transitioning	
Receiving make-up work	
Other	

My Ending Routines

Ending instruction	
Organizing and gathering materials	
Giving feedback	
Dismissal	
Parent communication	
Other	

General

Sharpening pencil	
Labeling papers	
Asking questions	
Early finishers	
Bathroom procedures	

Section 2: School Policies and Procedures

My Morning Routines	
Receiving students	
Parent drop-off	
Attendance	
Breakfast	
Device (eg. Laptops or ipads) Preparation	
Mid-Day Routines	
Lunch	
Hallway transitions	
Early release of students (i.e. Parent sign-outs; student sign-outs)	
Device (e.g. Laptops or iPads) Preparation	
Other	
My Ending Routines	
Dismissal	
Device (e.g. Laptops or iPads) Preparation	
Other	
General	
Emergency Drills	
Parent Communication	

Section 3: Developing and Teaching Expectations

My Classroom Expectations	What this Looks Like in My Class

Communicating Expectations

1. Method for Teaching Expectations at the Beginning of the Year
2. Plan for Re-Teaching
3. Strategies for Incorporating Expectations into Instruction
4. Strategies for using technology in instruction

Section 4: Developing and Teaching Classroom Rules

My Classroom Rules	What this Looks Like in My Class

Communicating Rules

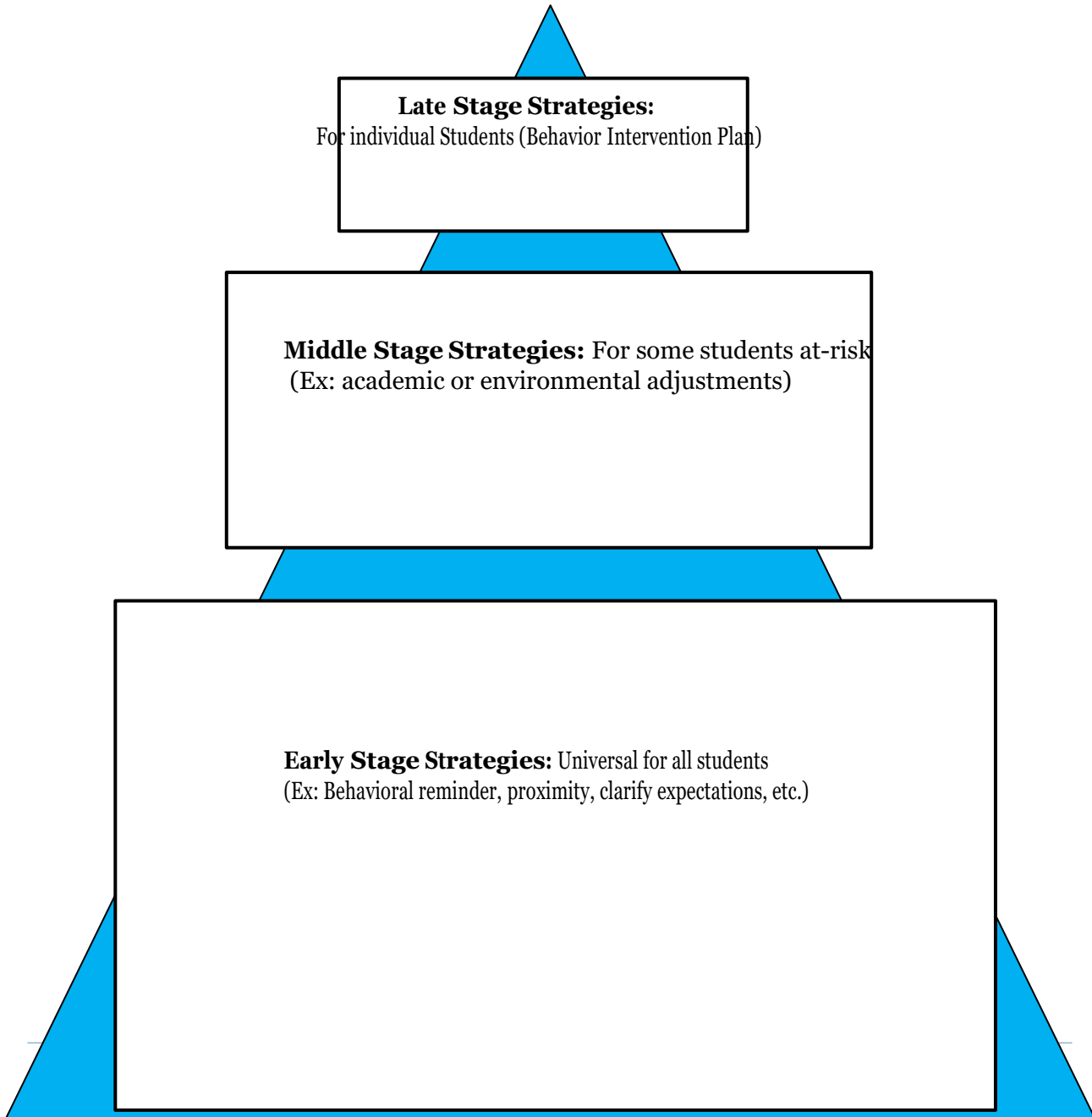
1. Method for Teaching Expectations at the Beginning of the Year
2. Plan for Re-Teaching
3. Strategies for Incorporating Expectations into Instruction
4. Strategies for using Technology in Instruction

Section 5: Encouraging Positive Behavior

System for Reinforcing Individual Students	
Class-Wide Reinforcement System	
Strategies for Increasing Positive Feedback	
Strategies for Increasing Intrinsic Motivation	

Section 6: Responding to Problem Behavior

http://www.educationworld.com/a_curr/archives/shore.shtml



Technology Management Reflection

Section II

Name:

2017-2018

Grade Level:

School:

Directions: You have been sharing expectations with students for several weeks. Reflect upon your practices in your Blended Learning Environment. Be sure to consider procedures and rules for when technology is an instructional tool and when it is not, transitional periods, how students have been monitored, and how learning has been maintained when devices are not charged or are missing.

How have your basic rules and procedures for technology supported student learning? What modifications would you make at this time and why? Or how can you enhance the practices you are presently using?

Observation of Veteran Teacher

To fulfill the requirements of this assignment, you are expected to complete **two (2) teacher observations** (teachers with at least three years' experience - not limited to the mentor) followed by a collaborative discussion with your **assigned mentor**. Each observation must be a minimum of **30 minutes**. Observation may consist of, but are not limited to, modeled lessons, activities, special projects, or parent meetings in which you have the opportunity to observe an experienced educator in the field and then consult with that educator afterwards to engage in a dialogue about the observation. You are encouraged to seek suggestions for observations from administrators, department chairs, lead teachers, grade level chairs, and mentors.

1. Contact and plan with the assigned mentor a time to observe. (If you have been assigned a mentor out of your content area, please consult with your assigned mentor to arrange for an alternate educator to observe).
2. Complete the following information about your observation.

Induction Teacher's Name (please print)

Teacher Observed/Consulted

Subject

Grade

School

Date of Observation

Observation Start Time

Observation End Time

Date of Collaborative Discussion

What was the focus/objective of the observation?

What ideas did you gain from the observation?

What insight did you gain from the discussion following the observation?

What classroom management strategies did you observed?

What will you apply to your own teaching/classroom?

Teacher Self-Reflection Tool

This self-reflection tool is intended to support you in celebrating your growth and continuing to strengthen your practice. Use this tool as a resource to guide your thinking as you reflect on your instructional practice.

Name :	
Date:	
Area(s) of Growth	How do I know?
In which area(s) have I grown professionally?	What evidence demonstrated this growth (e.g., student work, feedback from observation)?
Area(s) for Continued Growth	How do I Know?
In which area(s) can I continue to grow professionally, and what might be some next steps?	What evidence demonstrates this area for growth (e.g., student work/assessments, feedback from observations)?
Current Support	Future Support
What feedback and/or professional learning experience best supported my professional growth during this period?	What feedback and/or professional learning experience would best support my professional growth in the future?
Planning to Share	
In reflecting upon my areas of growth, my areas for continued growth, current support, and future support, what are the most important things I want to share with my administrator, mentor, coach, and/or teacher support team?	

* Adapted from schools.nyc.gov

Instructional Strategy Activity

To fulfill the requirements of this assignment, you are expected to share an instructional strategy that you have successfully.

Name of Strategy:

Age Appropriateness:

Subject Area:

Directions for Implementing:

--

Materials or Resources:

--

Submitted by:

Self-Analysis through Video Reflection

1. Ensure that **Video Permission Slip forms** to video tape students are sent home, signed, and returned before videotaping occurs.
2. Plan for at least 30 minutes of classroom practice for videotaping.
3. Select one lesson to videotape. The taping should include instruction and be at least 30 minutes long.
4. Complete the questions below after reviewing the tape.
5. Share the videotape and a clean copy of the Collaborative Analysis Form with an experienced educator (other than your mentor) who will also watch the video and complete the form.
6. Provide your collaborative partner access to your taped session.
7. Arrange for a reflective discussion session with the experienced educator to discuss the analysis each of you have made.

1. Explain the instructional strategies and activities of the observed lesson:

2. Explain how the students responded to the strategies and activities of the lesson:

3. Explain how the teacher checked for the students' understanding of the lesson:

4. Explain how the teacher managed student behavior during the lesson:

5. Explain how the teacher managed transitions between activities and/or instruction:

6. Explain the instructional strategies and activities of the observed lesson:

7. Explain how the students responded to the strategies and activities of the lesson:

8. Explain how the teacher checked for the students' understanding of the lesson:

9. Explain how the teacher managed student behavior during the lesson:

10. Explain how the teacher managed transitions between activities and/or instruction:

VIDEO PERMISSION SLIP

Student's Name:

School:

Teacher:

I am the parent/legal guardian of the child named above. I agree to the following: *(Please check the appropriate box below)*

_____ **I DO** give permission to you to include my child's image and voice on video recordings as he or she participates in a class conducted at _____ by _____ and/or to _____

_____ **(Name of School)** _____ **(Teacher's Name)**
reproduce materials that my child may produce as part of classroom activities.

_____ **I DO NOT** give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian:

Date: _____

Formative Feedback Process

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

Sample Form Below:

Collaborative Assessment Log		Teacher _____	Date _____
		Mentor _____	
Check all that apply: <input type="checkbox"/> Observing <input type="checkbox"/> Demonstration Lesson <input type="checkbox"/> Video taping <input type="checkbox"/> Veteran Teacher Observation <input type="checkbox"/> Reflecting <input type="checkbox"/> Problem Solving <input type="checkbox"/> Providing Resources <input type="checkbox"/> Development & Review of ILP <input type="checkbox"/> Connect to ILP Goals <input type="checkbox"/> Other _____			
+ What's Working:		☞ Current Focus - Challenges - Concerns:	
Teacher's Next Steps:		Mentor's Next Steps:	
NEXT MEETING DATE: _____		FOCUS: _____	
ADEPT PERFORMANCE STANDARDS (APS) <ul style="list-style-type: none"> APS 1: Long-Range Planning <ul style="list-style-type: none"> Obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning Establishes appropriate standards-based long-range learning and developmental goals for all students Identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals Develops appropriate processes for evaluating and recording students' progress and achievement Plans appropriate procedures for managing the classroom APS 2: Short-Range Planning and Instruction <ul style="list-style-type: none"> Develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals Develops instructional plans that include appropriate content, strategies, materials and resources Routinely uses student performance data to guide short-range planning of instruction APS 3: Planning Assessments and Using Data <ul style="list-style-type: none"> Develops/selects and administers a variety of appropriate assessments APS 4: Establishing and Maintaining High Expectations for Learners <ul style="list-style-type: none"> Establishes, communicates, and maintains high expectations for student achievement Establishes, communicates, and maintains high expectations for student behavior and participation Helps students assume responsibility for their own participation and learning APS 5: Using Instructional Strategies to Facilitate Learning <ul style="list-style-type: none"> Uses appropriate instructional strategies Uses a variety of instructional strategies Uses instructional strategies effectively APS 6: Providing Content for Learners <ul style="list-style-type: none"> Demonstrates a thorough command of the subject matter Provides appropriate content Structures the content to promote meaningful learning APS 7: Monitoring, Assessing, and Enhancing Learning <ul style="list-style-type: none"> Monitors student learning during instruction by using a variety of informal and formal assessment strategies Enhances student learning by using information from informal and formal assessments to guide instruction Enhances student learning by providing appropriate instructional feedback to all students APS 8: Maintaining an Environment that Promotes Learning <ul style="list-style-type: none"> Creates and maintains a physical environment that provides a safe place that is conducive to learning Creates and maintains a positive classroom climate Creates and maintains a classroom culture of learning APS 9: Managing the Classroom <ul style="list-style-type: none"> Manages student behavior appropriately Makes maximal use of instructional time Manages essential non-instructional routines efficiently APS 10: Fulfilling Professional Responsibilities <ul style="list-style-type: none"> Advocates for the students Works to achieve organizational goals in order to make the entire school a positive, productive learning environment for students Communicates effectively Exhibits professional demeanor and behavior Is an active learner 			

Adapted by CERRA - South Carolina from Foundations in Mentoring, New Teacher Center @ University of California, Santa Cruz

Collaborative Assessment Log

Teacher _____ Date _____
 Mentor _____



Check all that apply: Observing Demonstrating Lesson Video taping Veteran Teacher Observation Reflecting Problem Solving
 Providing Resources Development & Review of IIP Connect to IIP Goals Other _____

+ What's Working: _____
 ☞ Current Focus - Challenges - Concerns: _____

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

Adapted by CERRA - South Carolina from Foundations in Mentoring, New Teacher Center @ University of California, Santa Cruz

District Assigned Assistance Team

As part of Richland County School District One compliance with ADEPT Regulation and the Induction and Mentoring Guidelines, this success criterion is aligned with the ADEPT Performance Standards to provide beginning educators with meaningful insight about their planning, instruction, classroom environment, and professionalism.

During the induction contract year, teachers are informally evaluated. Each induction teacher will be assigned a two-member assistance team. During the preliminary/fall evaluation cycle, each assistance team member will observe at least once. Prior to the end of the preliminary/fall evaluation cycle, the assistance team will meet with the induction teacher to provide feedback. During the final/spring evaluation cycle, the members of the induction assistance team will again observe and provide feedback. Additionally, the principal will meet with the induction teacher prior to the end of the final/spring evaluation cycle to provide additional feedback and to give the induction teacher an overall rating (Exceeds Expectations, Competent, Needs Improvement or Unsatisfactory). The principal will also discuss whether the induction teacher will be recommended for employment for the upcoming school year.

*Thus successful completion of this criterion is determined by the assigned **Induction Assistance Team**.

Celebrate and Evaluate

At the end of the school year, induction educators are expected to attend a year-end session. The session will provide information about the contract issuance process and formal evaluation process for annual contract teachers, a review of SC Certification requirements as well as other relevant information the induction educator needs in preparation for their second year of teaching.



ARTICLE 5: EMPLOYMENT AND DISMISSAL

SECTION 59-26-40. Induction, annual and continuing contracts; evaluations; termination of employment for annual contract teacher; hearing.

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

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

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

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

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

(F) Once an annual contract teacher has successfully completed the formal evaluation process, met the criteria set by the local board of trustees, and satisfied requirements established by the State Board of Education for the professional teaching certificate, the teacher becomes eligible for employment at the continuing contract level. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing contract level. An annual contract teacher who has completed successfully the evaluation process and met the criteria set by the local board of trustees, but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate, is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal, at the discretion of the local school district. At the discretion of the school district in which the teacher is employed, the district may employ the teacher

under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. If at the end of an annual contract year a teacher did not complete successfully the formal evaluation process or if it is the opinion of the school district that the teacher's performance was not sufficiently high based on criteria established by the local board of trustees, the teacher is eligible for employment under a subsequent annual contract. Formal evaluation or assistance must be provided consistent with State Board of Education regulations. At the discretion of the school district, the district may employ the teacher under a subsequent annual contract or terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level.

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

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

An appeal must include:

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

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

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

(J) After successfully completing an induction contract period, not to exceed three years, and an annual contract period, a teacher shall become eligible for employment at the continuing contract level. This contract status is transferable to any district in this State. A continuing contract teacher shall have full procedural rights that currently exist under law relating to employment and dismissal. A teacher employed under a continuing contract must be evaluated on a continuous basis. At the discretion of the local district and based on an individual teacher's needs and past performance, the evaluation may be formal or informal. Formal evaluations must be conducted with a process developed or adopted by the

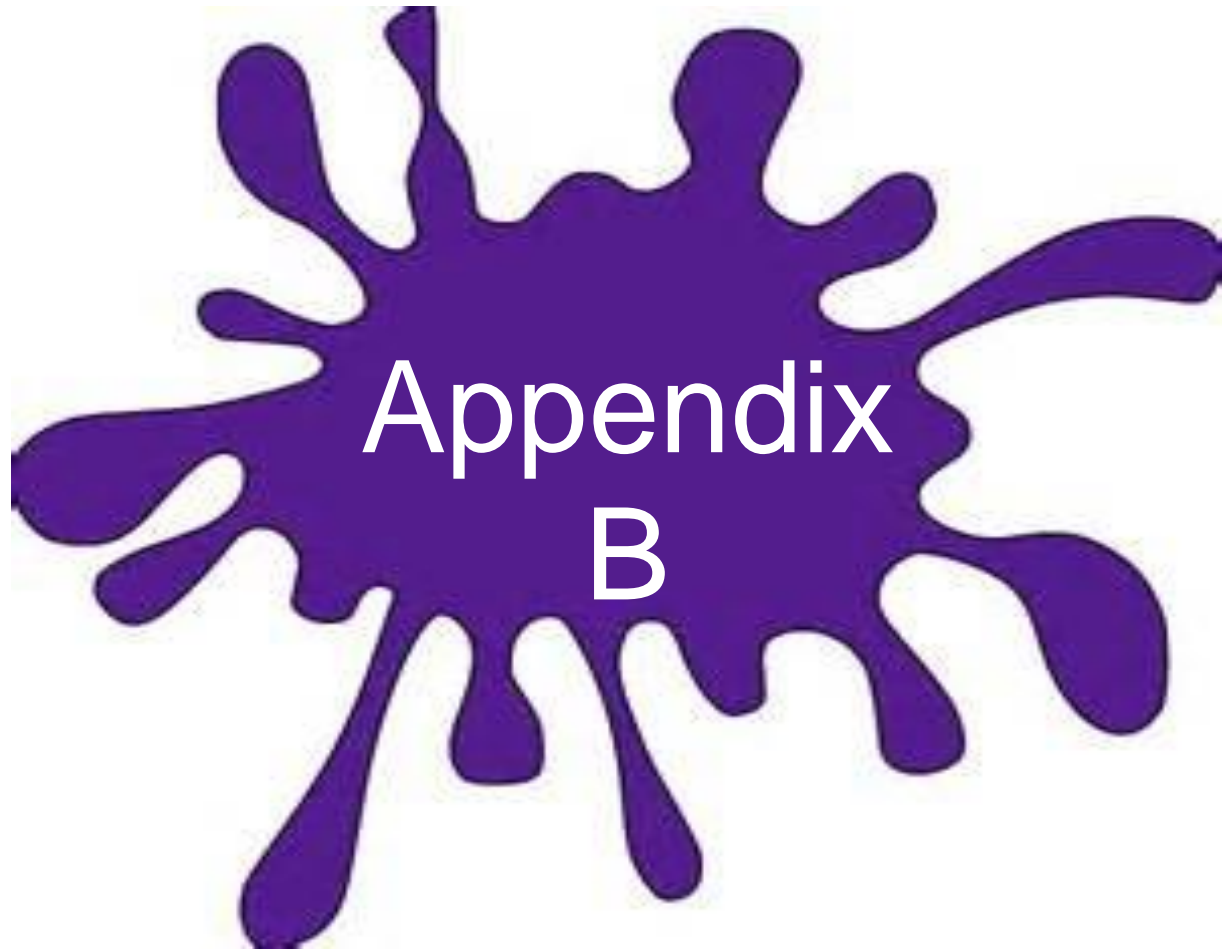
local district in accordance with State Board of Education regulations. The formal process also must include an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Informal evaluations which should be conducted for accomplished teachers who have consistently performed at levels required by state standards, must be conducted with a goals-based process in accordance with State Board of Education regulations. The professional development goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans.

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

(L) A teacher certified under the career and technology education work-based certification process is exempt from the provisions of the South Carolina Education Improvement Act of 1984 which require the completion of scholastic requirements for teaching at an approved college or university. After completing the induction contract period, not to exceed three years, the teacher may be employed for a maximum of four years under an annual contract to establish his eligibility for employment as a continuing contract teacher. Before being eligible for a continuing contract, a teacher shall pass a basic skills examination developed in accordance with Section 59-26-30, a state approved skill assessment in his area, and performance evaluations as required for teachers who are employed under annual contracts. Certification renewal requirements for teachers are those promulgated by the State Board of Education.

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

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



ADEPT Regulations (Reprinted from SC State Document)

Title of Regulation: Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

Regulation NO: R 43-205.1

Effective Date: 6/28/2013

Constitutional and Statutory Provisions:

Section 59-26-10. et seq.(2004) Training , Certification and Evaluation of Public Educators

S.C. Code Ann. Section(s)

Descriptor Code: GBBA

43-205.1 Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

I. State Standards for Professional Teaching

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

II. Teacher Candidates

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

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

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

D. Teacher education programs must submit information on their teacher candidates, as requested annually by the SCDE.

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

III. Induction-Contract Teachers

A. Teachers who possess a valid South Carolina pre-professional teaching certificate, as defined by the State Board of Education, may be employed under an induction contract for up to, but not to exceed, three years. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under induction contracts.

B. Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout each induction year. District induction plans must comply with the State Board of Education's guidelines for assisting induction-contract teachers and must be approved by the State Board of Education prior to implementation.

C. On or before the date that the district extends offers of teaching employment for the following school year, teachers employed under induction contracts are to be notified in writing concerning their employment status. Teachers who complete an induction-contract year may, at the discretion of the school district, be employed under another induction-contract or an annual contract, or they may be released from employment. Teachers who are released may seek employment in another school district at the induction-contract level. The maximum induction period for a teacher is three years, regardless of the

district in which the teacher is employed. A teacher who is completing a third year of induction is eligible for employment at the annual-contract level.

D. School districts must submit information on all teachers employed under induction contracts, as requested annually by the SCDE. Available flow-through funds to school districts will be provided on a first-year induction teacher basis.

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

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

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

IV. Annual-Contract Teachers

A. Teachers who have satisfied their induction requirements may be employed under an annual contract. Full procedural rights under the employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under annual contracts. However, annual-contract teachers do have the right to an informal hearing before the district superintendent, under the provisions of S.C. Code Ann. Section 59-26-40 (Supp. 2012).

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

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

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

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

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

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

An annual-contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria set by the State Board of Education and/or the requirements set by the local board of

trustees is eligible for a diagnostic-assistance year at the annual-contract level. This diagnostic-assistance year must be provided, if needed, at the discretion of the employing school district, either during the teacher's first annual-contract year or during the annual-contract year following the teacher's first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic-assistance year. At the end of the diagnostic assistance year, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level. A diagnostic-assistance year must be followed by formal (summative) evaluation at the annual-contract level during the teacher's next year of teaching employment.

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

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

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

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

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

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

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

V. Continuing-Contract Teachers

A. Teachers who have met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate are eligible for employment at the continuing-contract level. Teachers employed under continuing contracts have full procedural rights relating to employment and dismissal as provided for in Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws.

B. Teachers employed under continuing contracts must be evaluated on a continuous basis. The evaluation may be formal or informal (i.e., goals-based), at the discretion of the district. Districts must develop policies for recommending continuing-contract teachers for formal evaluation. Continuing-contract teachers who are being recommended for formal evaluation the following school year must be

notified in writing on or before the date the school district issues the written offer of employment or reemployment. The written notification must include the reason(s) that a formal evaluation is recommended, as well as a description of the formal evaluation process. Continuing-contract teachers who are new to the district must be advised at the time of their hiring if they are to receive a formal evaluation.

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

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

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

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

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

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

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

VII. Teachers Employed from Out of State

A. Teachers employed from out of state who receive a South Carolina initial teaching certificate based on reciprocity are eligible for employment under an induction contract.

B. Teachers employed from out of state who receive a South Carolina professional teaching certificate based on reciprocity are eligible for employment under an annual contract. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must successfully complete the formal evaluation at the annual-contract level before they are eligible to receive a continuing contract.

C. Teachers who are employed from out of state or from a nonpublic-school setting and who are certified by the National Board for Professional Teaching Standards (NBPTS) are exempted from initial certification requirements and are eligible for continuing contract status (S.C. Code Ann. Section 59-26-85 (Supp. 2012)).

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

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

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

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

IX. Teachers Employed under a Letter of Agreement

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

B. Teachers employed under a letter of agreement do not fall under ADEPT. However, districts must ensure that these teachers receive appropriate assistance and supervision throughout the school year.
C. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under a letter of agreement.

X. Teachers Who Hold an International Teaching Certificate

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

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

XI. Teachers Employed in Charter Schools

A. Except as otherwise provided in the Charter Schools Act (S.C. Code Ann. Section 59-40-50(A) (Supp. 2012)), charter schools are exempt from all provisions of law and regulations applicable to a public school, a school board, or a district. However, a charter school may elect to comply with one or more of these provisions of law or regulations, such as the provisions of the ADEPT statute and regulation.

B. Charter schools that elect not to implement the ADEPT system may assist and/or evaluate their teachers according to the policies of their respective charter school committees. Certified teachers in these schools will accrue experience credit in a manner consistent with the provisions of State Board of Education Regulation 43-57 (S.C. Code Ann. Regs. 43-57 (2011)). Teachers in non-ADEPT charter schools who hold an initial teaching certificate are eligible to advance to a renewable limited professional certificate, as specified in State Board of Education Regulation 43-53 (S.C. Code Ann. Regs. (Supp. 2012)).

C. Charter schools that elect to implement the ADEPT system must comply with all provisions of the amended ADEPT statute (S.C. Code Ann. Sections 59-26-30 and 59-26-40, to be codified at Supp. 2012), this regulation, and the State Board of Education's ADEPT implementation guidelines. In fulfilling these requirements, the contract between the charter school and its sponsor must include an ADEPT provision. All certified teachers in the charter school must be assisted and evaluated in a manner consistent with the sponsor's State Board of Education-approved ADEPT plan for induction, formal evaluation, and goals-based evaluation. The ADEPT provision must address the charter school's responsibilities for ensuring the fidelity of the implementation of the ADEPT system. The provision also must address the sponsor's responsibilities in terms of staff training and program implementation. At a minimum, the sponsor must agree to disseminate all ADEPT-related information from the SCDE to the charter school and to report charter school teacher data to the SCDE. The provision must be included in the sponsor's ADEPT plan and approved by the State Board prior to implementation.

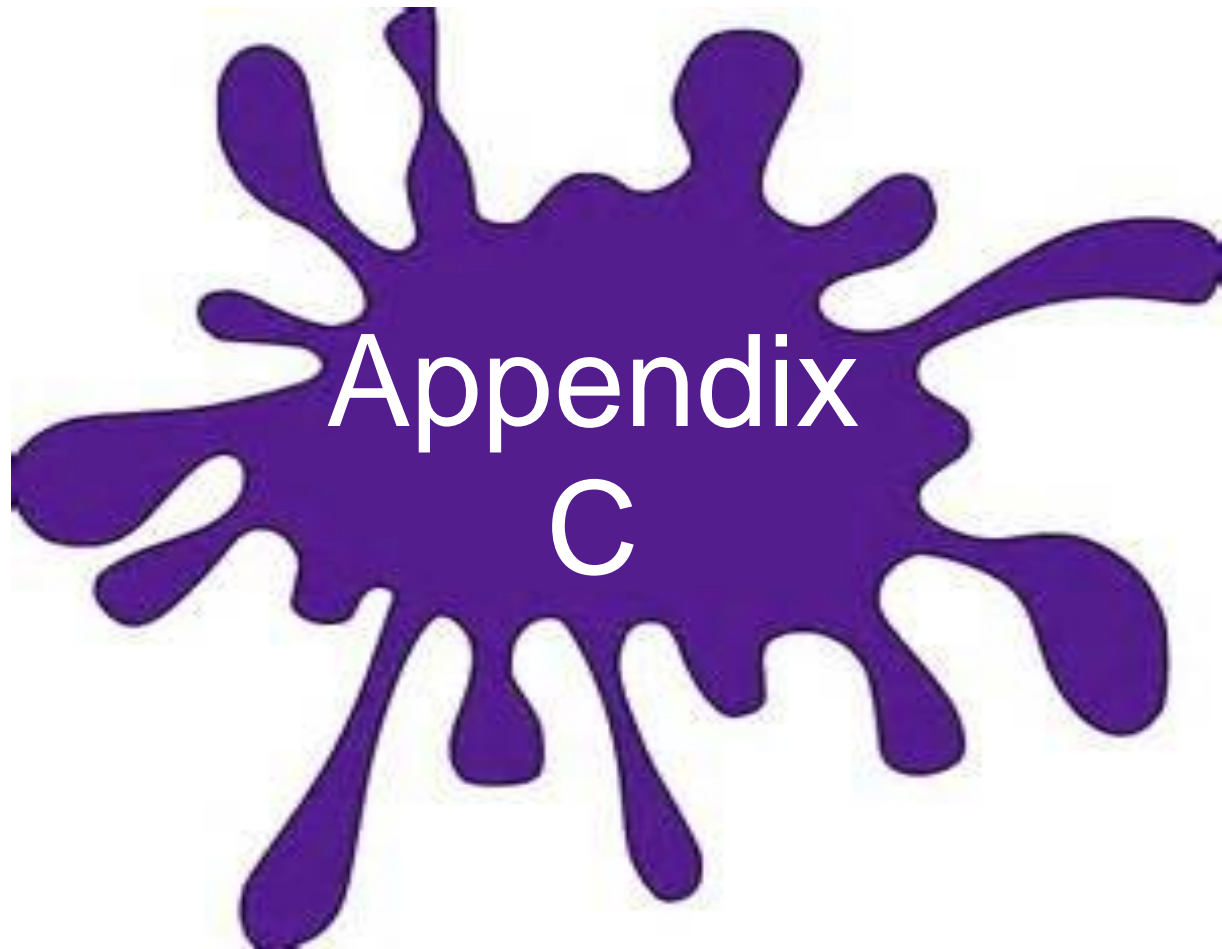
XII. Teachers Who Hold a Limited Professional Certificate

An educator who holds a valid South Carolina limited professional certificate is eligible for employment in a "regulated" South Carolina public school at the annual-contract level. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must successfully complete the formal evaluation at the annual-contract level before they are eligible to move from a limited professional certificate to a full professional certificate and to be employed under a continuing contract.

XIII. Reporting Requirements

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

**Richland District One Board Policy
(Reprinted from SC State Document)**



Staff Concerns/Complaints/Grievances

Policy GKB Staff Grievances Issued 6/13

Purpose: To establish the basic structure for orderly and expeditious resolution of staff concerns, complaints, and grievances.

The board recognizes the need for a procedure providing a prompt and effective means of resolving differences that may arise among employees and between employees and administrators.

The board believes that employees should secure an equitable solution of grievances at the most immediate administrative level. Employees are encouraged to seek resolution of disputes under the existing grievance administrative procedures and will have the right to do so with complete freedom from reprisal.

It is important that grievances be settled as quickly as possible. Therefore, there will be no extension of the prescribed time for moving through the grievance procedure except upon a compelling show of good cause. All appeals for such an extension of time be in writing, must be agreed to in writing and must be consented to by both parties.

Nothing in this policy limits the rights of any employee to discuss how to file a grievance with an appropriate member of the office of human resource services. This discussion will be limited to the process of how to file a grievance and will be conducted by the superintendent's designee in that office.

The superintendent is responsible for maintaining administrative procedures which will facilitate this policy.

Adopted 8/25/98; Revised 6/11/13

Staff Concerns/Complaints/Grievances

The board encourages employees to discuss their concerns or complaints informally with their supervisors. Often, the cause of a problem or concern is merely a misunderstanding among the individuals involved. If, at any time, an employee feels that a formal mechanism for raising his/her concern or problem is needed, he/she should follow the procedure below.

The purpose of this procedure is to settle, at the lowest possible administrative level, employee complaints relating to contracts, salaries and working conditions. "Working conditions" refers to areas of class loads, planning time, adequate physical facilities, activities, etc. The district will keep these proceedings as informal and confidential as may be appropriate at all levels of the procedure.

Definition

A grievance is a claim by an employee of a violation, misinterpretation or misapplication of a provision of board policies and administrative procedures or rules and regulations as they affect the employment or work of such employee.

The board does not consider the following to be grievable under this procedure.

- actions which are subject to the Teacher Employment and Dismissal Act, S.C. Code 1976, as amended, Section 59-25-410, et. seq.
- employment decisions implemented under the district's reduction in force policy
- evaluations made pursuant to the district's personnel evaluation systems

Joint grievances

The district may allow employees to present a joint grievance where each grievant alleges essentially the same facts or circumstances and requests the same relief. Joint grievances must bear the signature of each grievant. The district reserves the right to consolidate individual grievances and the right to hear joint grievances on a separate basis.

Definition of supervisor

The term "supervisor" means any person having the authority to recommend employment, transfer, suspend, layoff, recall, promote, discharge, assign, reward or discipline an employee or any person having the responsibility for directing or reviewing the work of an employee.

Definition of day

A "day" is any day on which the district's administrative office is open.

Definition of witness

A "witness" is a person who gives evidence in support of a fact or statement presented by a grievant. A witness would only be present in the meeting during the time he/she is offering testimony.

Definition of observer

An “observer” is a person who attends a grievance hearing meeting who is present to watch and take notes but is not to participate officially. An observer is not to offer evidence or testimony.

Grievance Procedure

Step one

An employee who wishes to file a grievance must complete the prescribed grievance form and must present it to his/her supervisor within 10 days following the event giving rise to the grievance.

Should the employee believe that resolution of the grievance requires a decision beyond the supervisor’s level or area of authority, the employee will so state such belief upon submitting the grievance form. If the supervisor is in agreement concerning authority to resolve the grievance, he/she will immediately pass the grievance on to the appropriate supervisor who will hear the matter as a first level grievance. Notice must be given to the employee. The district supervisor may, however, determine that resolution of the grievance is not outside his/her authority and hear the grievance.

The appropriate supervisor will schedule a meeting with the employee within five days of receipt of the grievance. The meeting should be held as soon, as is mutually convenient. Attempts should be made to have the meeting within 10 working days. No witnesses should be called at this level. The supervisor will provide the employee with a written response to the grievance within five working days after the meeting. The response will include the name of the next level supervisor to whom the grievance may be appealed, provided such appeal is presented in writing within five working days. Each level supervisor should refrain from consulting with any supervisors in line to hear appeals.

Step two

The grievance may be appealed through each supervisory or administrative level to the superintendent. At each level, the procedure set out above will be followed. The original grievance and the supervisor’s response will serve as the basis of the meeting. The employee and the supervisor at the preceding level may summarize the facts previously presented. It is the responsibility of the grievant to provide documentation at each level. At each level, only relief that was not granted should be addressed. Witnesses are permitted at the cabinet level administrator excluding the superintendent or above. Representative (legal or otherwise) cannot engage in active participation of proceedings in lieu of employee participation. Representative may advise employee only. A list of witnesses or representatives must be provided within 48 hours of the hearing

On appeal to the superintendent, the superintendent will schedule a meeting within five days of receipt of the grievance and will respond in writing to the employee within five days of his/her hearing of the grievance. The superintendent will make summaries of the lower level presentations and responses, and may, at his/her discretion, hear witnesses and evidence directly.

Upon mutual agreement between the employee and the supervisor, the time requirements under this procedure may be extended at any step, except that neither party will

unreasonably refuse an extension or unreasonably delay the proceeding. Mutual agreements must be recorded in writing.

Appeal to the Board

After following the above procedure, an employee may request a meeting with the board for the purpose of discussing the grievance which arose from his/her employment. The request will be made in writing to the superintendent within five days of the superintendent's response to the grievance.

The superintendent will, at the next regularly scheduled board meeting, present to the board the request that the grievance be heard, together with copies of all correspondence and responses from the lower administrative levels.

The board will notify the employee of its decision (whether or not to meet with the grievant to discuss the grievance) within 10 days of the board meeting. Should the board decide to discuss the grievance with the grievant, said discussion will be informal and non-adversarial for the discussion of employment as allowed under S.C. Code, Section 30-4-70 (Supp. 1984).

Procedure for appeal of termination of classified personnel

In the case of termination of a classified employee, an appeal of the decision may be made initially to the principal, department head or other person having final responsibility for the decision. The employee may take a further appeal of the termination to the superintendent or his/her designee. Finally, the employee may request a meeting with the board to discuss the appeal in accordance with the procedures outlined above.

Civil Rights Grievances

The district will use the grievance procedures set forth above to process employee issues based on alleged violations of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 and Titles I and II of the Americans with Disabilities Act of 1990 (referred to as "civil rights grievances").

However, if the grievance is not resolved after the first two levels above, the employee may appeal in writing to the district's civil rights coordinator. If the employee does not file such appeal within five days of the grievant's receipt of the written response, the employee waives his/her right to appeal.

If the employee files an appeal, the civil rights coordinator will investigate the claim as appropriate. The coordinator will conduct a hearing within five days following any investigation. All interested persons and their representatives, if any, will have an opportunity to submit evidence relevant to the complaint. The civil rights coordinator will render a decision on the matter within five days after receipt of the grievance or, if a hearing is conducted, within five days after the conclusion of the hearing. The decision and any description of the resolution will be in writing and a copy forwarded to the grievant. Until further designated, the civil rights coordinator will be the assistant to the superintendent/parent/legal guardian ombudsman.

After appeal to the civil rights coordinator, the grievant may follow the procedures described above beginning with appeal to the superintendent.

The employee's pursuit of other remedies such as the filing of a complaint with the responsible federal department or agency will not impair his/her right to a prompt and equitable resolution of any civil rights grievance.

Issued 8/25/98; Revised 6/11/13

Employee Complaint Form

Name of Complaint

Address

Work Phone

Home Phone

Approximate date(s) and location of alleged incident

Nature of the incident

Other individuals in whom you have confided about the incident(s)

Individuals who you believe may have witnessed or also may have been subjected to the alleged incident:

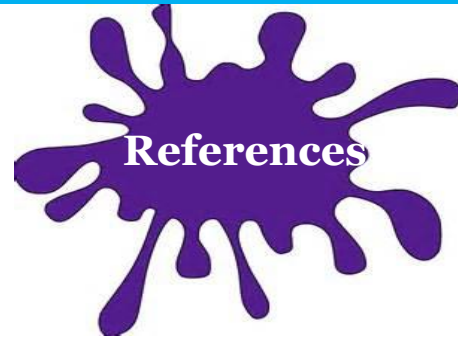
Remedy sought

Signature of Complainant

Date

Signature of individual receiving complaint

Date

A purple splatter graphic with the word "References" written in white, bold, sans-serif font in the center.

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**Crayton Middle School
CEQ Team
Instructional Technology Services**

**Theater Services
Security & Emergency Services
Warehouse Services
Information Technology**