



SOUTH CAROLINA TEACHING STANDARDS 4.0 TEACHER TRAINING

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SOUTH CAROLINA DEPARTMENT OF
EDUCATION
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Get Ready



- Handout 1: SCTS 4.0 Rubric 
- Handout 2: Instruction Domain Activity Sheet 
- Handout 3: Environment Domain Connections Sheet 
- Handout 4: Planning and Instruction Domains
Connections Sheet 
- Note taking Materials
 - Highlighter
 - Pencil/Pen



Agenda



- Introduction to the South Carolina Teaching Standards 4.0 Rubric
- Instruction Domain
- Environment Domain
- Planning Domain
- Making Connections Across Domains
- Observation Process



Objectives:

- Develop a procedural knowledge and understanding of the South Carolina Teaching Standards and begin to move to a conceptual understanding.
- Gain an understanding of the evaluation process, expectations and protocols that will be used by evaluators.





Research Supporting the NIET Teaching Standards

To create the NIET Teaching Standards, we reviewed instructional guidelines and standards developed by numerous national and state teacher standards organizations and from this information developed our standards for teacher evaluation. Selected guidelines and standards reviewed include:

- The Interstate Teacher Assessment and Support Consortium (InTASC)
- The National Board for Professional Teacher Standards
- Massachusetts Principles for Effective Teaching
- California Standards for the Teaching Profession
- Connecticut Beginning Educator Support Program
- The New Teacher Center's Developmental Continuum of Teacher Abilities
- Rochester (New York) Career in Teaching Program
- Douglas County (Colorado) Teacher's Performance Pay Plan
- Vaughn Next Century Charter School (Los Angeles) Performance Pay Plan
- Rolla (Missouri) School District Professional Based Teacher Evaluation





South Carolina Teaching Standards

Instruction Domain

- Standards & Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure & Pacing
- Activities & Materials
- Questioning
- Academic Feedback
- Grouping Students
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem Solving

Planning Domain

- Instructional Plans
- Student Work
- Assessment

Professionalism Domain

- Staff Development
- Instructional Supervision
- School Responsibilities
- Reflecting on Teaching

Environment Domain

- Managing Student Behavior
- Expectations
- Environment
- Respectful Culture



Parts of the Rubric

Domains

Indicators

Descriptors

Performance Levels

Instruction

Exemplary (4)

Proficient (3)

Needs Improvement(2)

Unsatisfactory (1)

Standards and Objectives

- All learning objectives and state content standards are explicitly communicated.
- Sub-objectives are aligned and logically sequenced to the lesson's major objective.
- Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.

- Most learning objectives and state content standards are communicated.
- Sub-objectives are mostly aligned to the lesson's major objective.
- Learning objectives are connected to what students have previously learned.

- Some learning objectives and state content standards are communicated.
- Sub-objectives are sometimes aligned to the lesson's major objective.
- Learning objectives are not clearly connected to what students have previously learned.

- Learning objectives and state content standards are not communicated.
- Sub-objectives are rarely aligned to the lesson's major objective.
- Learning objectives are rarely connected to what students have previously learned.
- Expectations for student performance are vague.
- State standards are not appropriately displayed.
- There is evidence that few students demonstrate mastery of the objective.



Parts of the Rubric

Instruction

Student Centered



Teacher Centered

Exemplary (4)

Proficient (3)

Needs Improvement (2)

Unsatisfactory (1)

Description
of
Qualifying
Measures

Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.

Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning

Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.

Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning





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- Introduction to the South Carolina Teaching Standards 4.0 Rubric
- **Instruction Domain**
- **Environment Domain**
- **Planning Domain**
- **Making Connections Across Domains**
- Observation Process

Materials

- ✓ **Handout 1:** SCTS 4.0 Rubric
- ✓ **Handout 2:** Instruction Domain Activity Sheet
- ✓ **Handout 3:** Environment Domain Connections Sheet
- ✓ **Handout 4:** Planning and Instruction Domains Connections Sheet
- ✓ Highlighter and Note taking Materials



Highlighting Activity

- Read the descriptors in the “Proficient” level.
- Highlight key words in the descriptors – beginning with the “Proficient” level.
- Think about what the descriptors look and sound like in practice
 - for students
 - for teachers
- What is the essence of the indicator? (2 to 3 words)



Standards & Objectives

Instruction

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for each student's performance are clear, demanding, and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear, demanding and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed There is evidence that some of the students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective.



Rubric Activity: Instruction Domain

Standards and Objectives

Key Words	Looks Like/Sounds Like Teacher and Students	What is the essence of the indicator? (2 to 3 words)
<p>Objectives, standard, communicated</p> <ul style="list-style-type: none">• Aligned• Connected previous learning• Expectations clear, demanding, high• Displayed, referenced• Evidence of mastery, most	<ul style="list-style-type: none">• Displayed, students read and discuss purpose• Understanding of how this objective connects to previous learning and standard• Teacher explains what is expected by the end of the lesson and students understand expectations <p>Students see the displayed objective but it is also communicated to students and is often referenced throughout the lesson</p> <ul style="list-style-type: none">• Student discussion, exit tickets, reflection journals, student work	<ul style="list-style-type: none">• Alignment• Expectations• Mastery





Highlighting Activity

- Read the descriptors in the “Proficient” level.
- Highlight key words in the descriptors – beginning with the “Proficient” level.
- Think about what the descriptors look and sound like in practice
 - for students
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- What is the essence of the indicator? (2 to 3 words)





Instruction Domain Activity



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The Environment Domain

- What does the research say?
- Briefly examine the Environment Domain.
- Highlight the key words for the Environment Domain.





Research Supporting the Environment Domain

- Students thrive in environments where they feel safe, nurtured and respected. (Michelle McFarland-McDaniels)
- We work hard to build a community of thinkers, expressers, listeners, and learners, a community where kids and teachers care and wonder about each other's interests and ideas and take time to talk about them, think about them, and explore them. (Harvey & Goudvis, 2007)
- The classroom environment is fundamental to success and learning in a classroom. Classroom environment is much more than discipline and rules. (Dennis, 2009)

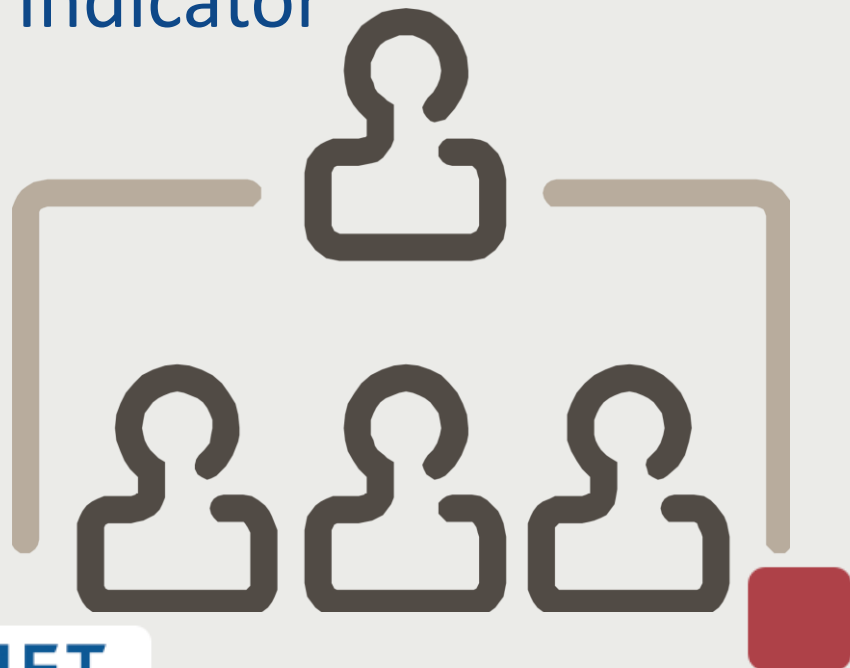




Environment Domain

Think-Aloud – Environment Indicator

- What connections do you see with the Instruction Domain?





Environment Connection Activity

Key Words from Environment

Domain

Explicit Links with Instruction Domain

Environment

- Welcomes most guests
- Organized and understandable
- Supplies, equipment
- Displays student work
- Arranged to promote individual and group learning

- **Motivating Students**-content is personally meaningful and relevant.
- **Presenting Instructional Content**- all essential information, no irrelevant, confusing, or non-essential information.
- **Lesson Structure and Pacing**-routines for distributing materials are efficient.
- **Activities and Materials**-incorporate multi-media and technology
- **Activities and Materials**-provide opportunities for student to student interaction





Environment Connection Activity



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Holistic





How Does the Learning Environment Impact Thinking and Problem Solving?

- How do the expectations, environment, culture, and behavior impact the quality and quantity of the learning?
- How is evidence of student learning also evidence connected to the Environment Rubric?





Environment Video Clip 1

1. Script short video clip
2. Respond to the following questions:
 - Are expectations high? Are expectations low?
 - Is there any identified connection to the impact on the learning?



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Environment Video Clip 1





Environment Video Clip 2

1. Script short video clip
2. Respond to the following questions:
 - Do behaviors allow for students to be on task?
 - Do behaviors disrupt learning?
 - Is there any identified connection to the impact on the learning?



Environment Video Clip 2



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1:30:40





Environment Video Clip 3

1. Script short video clip
2. Answer the following questions:
 - How is the environment stimulating learning?
 - How is the environment impeding the learning?
 - What are the identified connections to the Thinking and Problem Solving indicators?



Environment Video Clip 3





Environment Video Clip 4

1. Script short video clip
2. Answer the following questions:
 - How is the culture stimulating learning?
 - How is the culture impeding the learning?
 - What are the identified connections to the Thinking and Problem Solving indicators?



Environment Video Clip 4



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Environment Video Clips Debrief





Environment Reflection

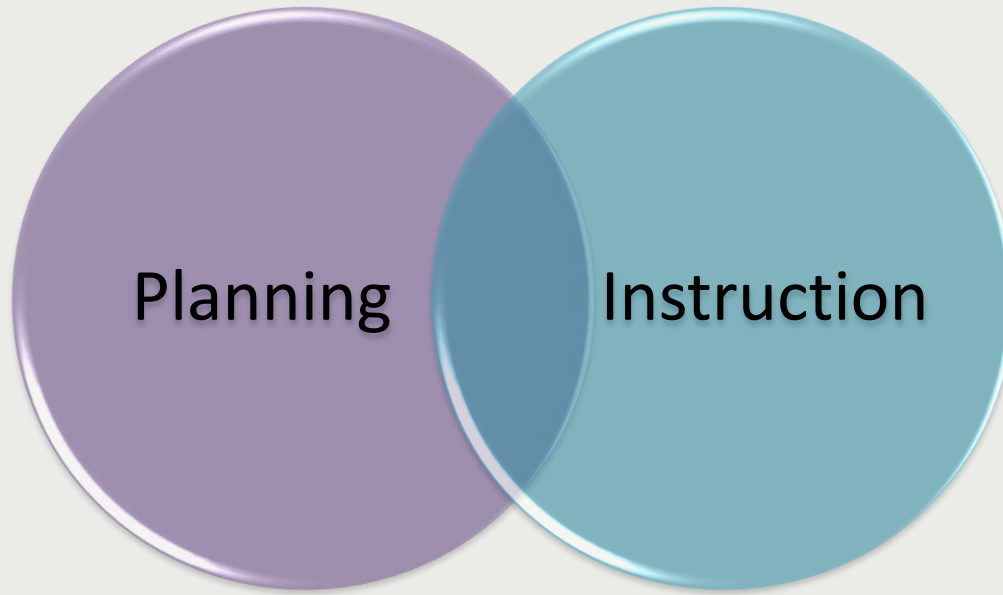
When looking at a lesson's overall results what might you think if:

- Thinking and problem solving are high and the Environment Indicators are low?
 - *Students are learning but possibly not up to their potential- in a positive environment they could learn even more*
- Thinking and problem solving are low and the Environment Indicators are high?
 - *Students are happy and the classroom is respectful but the challenge is not there- the environment is positive but not a "learning environment"*





Connections Between the Planning and Instruction Domains





Indicator-Meaning-Questions/Connections

- Read over the indicators.
- Record your meaning statements for each indicator of the Planning Domain.
- Make connections to the Instruction Domain.
- Record any questions you may have about the indicator.





Planning and Instruction Connections

Indicator	My Meaning	Questions/Connections
Instructional Plans	Standards are written with clear measurable objective, sequenced appropriate for students and content	
Student Work		
Assessment		



Planning Connections Activity



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Planning Video Clip

- We will view a 3rd Grade Math Lesson Clip.
- Record what the teacher says and does and what the students say and do.





Planning Video Clips

Clip 1



Clip 2

Students work independently while the teacher circulates to ask questions and provide academic feedback.



Planning Video Debrief





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- **Observation Process**



The Observation Process

Opportunities for coaching and growth:

- Pre-Conference
- Observation
- Post Conference





How does an effective pre-conference benefit ...

- the students?
- the teacher?
- the evaluator?

	Pre-Conference
Students-	
Teacher-	
Evaluator-	



4th Grade ELA Pre-Conference



4th Grade ELA Pre-Conference Video Clip

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Think About It...

- What did you notice as you observed the pre-conference?
- How was this conversation helpful for the evaluator?
- How was this conversation helpful for the teacher?
- How was this conversation helpful for students in the classroom?





Post Conference

What is the purpose of a Post-Conference?

As a teacher, what do you want/not want in a post conference?





4th Grade ELA Post Conference

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Think About It...

What did you notice as you observed the post conference?

How was the conversation helpful for the evaluator?

How was the conversation helpful for the teacher?

What changes might we expect to see for the students as a result of the post conference?





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Thank
You!



Training Feedback