

TEACHER STANDARDS/CRITERIA EVIDENCE/DATA

Standard 1: Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

<i>1.1 Communicates concepts, processes, and knowledge.</i>	<i>1.2 Connects content to life experiences of student.</i>
<ul style="list-style-type: none"> • Lesson plans, unit plans, curriculum maps, copies of presentations, lecture notes • Overhead transparencies • Power point presentations • Copies or summaries of current articles in professional publications • Copies of summaries of current books, workbooks used in teaching 	<ul style="list-style-type: none"> • Demonstrates during formal and informal observations multi-disciplinary, interdisciplinary and/or cross-disciplinary content delivery • Lesson plans showing real-world applications • Hands-on activities, projects, learning demonstrations by students • Learning applied outside the school context
<i>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</i>	<i>1.4 Guides students to understand content from various perspectives.</i>
<ul style="list-style-type: none"> • Lesson plans • Instructional materials • Use of multiple learning styles, instructional strategies for all ability levels • Demonstrates during formal and informal observations strategies appropriate to the identified ability level of the students observed 	<ul style="list-style-type: none"> • Lesson plans showing use of age-appropriate and developmentally appropriate materials • Identifies and explains multicultural and global perspectives during formative observation visit • Instructional materials reflect multicultural/global perspectives
<i>1.5 Identifies and addresses students' misconceptions of content.</i>	
<ul style="list-style-type: none"> • Notes or reviews of textbooks and other documents that identify inaccuracies • Letters, memoranda explaining flaws in accuracy • Lesson plans showing real-world applications • Hands-on activities, projects, learning demonstrations by students • Learning applied outside the school context 	

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Standard 2: Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

<i>2.1 Develops significant objectives aligned with standards.</i>	<i>2.2 Uses contextual data to design instruction relevant to students.</i>
<ul style="list-style-type: none"> • Lesson plans with learning goals and academic expectations clearly identified • Pre-observation form • Pre/Post conference 	<ul style="list-style-type: none"> • Audio-tapes, videotapes of learning experiences • Formal and informal observations • Feedback from students regarding motivation and active involvement in learning
<i>2.3 Plans assessments to guide instruction and measure learning objectives.</i>	<i>2.4 Plans instructional strategies and activities that address learning objectives for all students.</i>
<ul style="list-style-type: none"> • Teacher designed assessments • Student products/work samples • Lesson plans, units of study & curriculum maps • Assessment files that include teacher-made, commercial assessments • Evidence of multiple assessments • Evidence of authentic assessment activities (real world writings) 	<ul style="list-style-type: none"> • Lesson plans with learning goals and academic expectations clearly identified • Formal and informal observations • Lesson plans that identify school and community resources • Literature, publications provided by the school and community • Guest speakers • Field trips that support learning
<i>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</i>	
<ul style="list-style-type: none"> • Lesson plans with learning goals and academic expectations clearly identified • Formal and informal observations • Assessments • Student products/work/performance • Student work samples demonstrating application • Activities, products with student explanations of processes and concepts, skill and critical thinking 	

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Standard 3: Creates/Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

<p><i>3.1 Communicates high expectations.</i></p> <ul style="list-style-type: none"> • Written communication to students and/or parents • Evaluator inclusion in disciplinary conferences • Formal and informal classroom observations • Classroom rules posted and consistently followed 	<p><i>3.2 Establishes a positive learning environment.</i></p> <ul style="list-style-type: none"> • Classroom rules posted and consistently followed • Written rule and procedures given to students and parents • Written communication to parents outlining expectations and keeping parents aware of behavior • Activities, products with student explanations of processes and concepts, skill and critical thinking
<p><i>3.3 Values and supports student diversity and addresses individual needs.</i></p> <ul style="list-style-type: none"> • Lesson plans identifying individual or group inquiry • Activities, materials used in inquiry • Rituals, routines and structures observed both formally and informally • Lesson plans identifying accommodations • Materials using a variety of instructional strategies • Teacher inventory of personal instructional strategies • Formal and informal classroom observations 	<p><i>3.4 Fosters mutual respect between teacher and students and among students.</i></p> <ul style="list-style-type: none"> • Written disciplinary referrals and notes about referrals • Disciplinary conferences involving administrator/evaluator • Absence of complaints about lack of objectivity • Evidence of discipline plan enforced • Teacher list of various management techniques • Certificates of training in classroom management • Audio-tape or videotape classroom interaction during instruction
<p><i>3.5 Provides a safe environment for learning.</i></p> <ul style="list-style-type: none"> • Demonstrates flexibility in handling disciplinary process • Letters, notes, email to parents showing flexibility, creativity • Written disciplinary plan • Classroom rules and procedures consistently followed 	

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Standard 4: Implements/manages Instruction: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

<i>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.</i>	<i>4.2 Implements instruction based on diverse student needs and assessment data.</i>
<ul style="list-style-type: none"> • Class syllabus • Lesson plans with specific goals and clear expectations • Wall charts outlining goals and expectations • Letters, notes, email to parents/students regarding high expectations • Rubrics, assessments with specific goals and high expectations 	<ul style="list-style-type: none"> • Journals • Diaries • Student learning logs • Lesson plans with multiple viewpoints addressed • Audio-tapes/videotapes of presentation of viewpoints • Handouts reflecting multiple viewpoints • Demonstrates use of media and technology • Lesson plan or log of activities using media/technology
<i>4.3 Uses time effectively.</i>	<i>4.4 Uses space and materials effectively.</i>
<ul style="list-style-type: none"> • Facilitates class or group discussions • Uses Paideia seminar • Time flowchart • Scripting from evaluator or observer • Implementation and Impact reports 	<ul style="list-style-type: none"> • List of instructional items in personal repertoire • Artifacts used in strategies • Audio-tapes/videotapes of strategies in action
<i>4.5 Implements and manages instruction in ways that facilitate higher order thinking</i>	
<ul style="list-style-type: none"> • List of questioning strategies • Audio-tapes/videotape of questioning • Higher order thinking skills inventory (Bloom's taxonomy) • Proficient samples and models provided for students prior to assignment • Examples and non-examples cited: handouts, lesson guides 	

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Standard 5: Assesses and Communicates Learning Results: The teacher assesses learning and communicates results of student sot others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<i>5.1 Uses pre-assessments.</i>	<i>5.2 Uses formative assessments</i>
<ul style="list-style-type: none"> • Teacher file of assessments with rubric/scoring guides • STAR assessments • Think-Link Assessments • Accelerated Reader Tests 	<ul style="list-style-type: none"> • Copies of criteria • Copies of scoring guides and rubrics • Copies of authentic assessments • Grade correlations between classroom and CATS
<i>5.3 Uses summative assessments.</i>	<i>5.4 Describes, analyzes, and evaluates student performance data.</i>
<ul style="list-style-type: none"> • IEP's with accommodations • Adaptations needed for physical limitations • Individual education plans • Written plan to improve performance 	<ul style="list-style-type: none"> • ESS referrals • Notes of conferences with student/parents regarding assessments results • Written plan to improve performance • Multiple assessments showing development of skills and improvement in learning • STI/IC reports • KPR analysis with grade level/content area plans • CSIP and CDIP committee reports • Student work analysis with class profiles
<i>5.5 Communicates learning results to students and parents.</i>	<i>5.6 Allows opportunity for student self-assessment.</i>
<ul style="list-style-type: none"> • Letters, notes, email to students and parents • Dated progress reports • Individual education plans 	<ul style="list-style-type: none"> • Copies of criteria • Copies of scoring guides and rubrics • Notes of conferences with student/parents regarding assessments results • Written plan to improve performance • Multiple assessments showing development of skills and improvement in learning

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Standard 6: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community and conduct research.*

6.1 Uses available technology to design and plan instruction	6.2 Uses available technology to implement instruction that facilitates student learning.
<ul style="list-style-type: none"> • Lesson plan annotation for use of technology • Documents created • Informal and formal observations 	<ul style="list-style-type: none"> • Products • Creations • Lesson plan annotation for use of technology • Documents created • Informal and formal observations
6.3 Integrates student use of available technology into instruction.	6.4 Uses available technology to assess and communicate student learning.
<ul style="list-style-type: none"> • Products • Lesson plan annotation for use of technology • Documents created 	<ul style="list-style-type: none"> • Verification from Technology Coordinator of proficiency • Informal and formal observations
6.5 Demonstrates ethical and legal use of technology	
<ul style="list-style-type: none"> • Verification from Technology Coordinator of proficiency • Informal and formal observations 	

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Standard 7: Reflects/Evaluates Teaching/Learning: *The teacher reflects on and evaluates specific teaching/ learning situations and/or programs.*

7.1 Uses data to reflect on and evaluate student learning.	7.2 Uses data to reflect on and evaluate instructional practice.
<ul style="list-style-type: none"> • Reviews grading period results • Calculates percentage of students at each grade category • Identifies learning needs of sub-populations • Reviews test areas, concepts and skills where students performed poorly • Written reflections, journal entries and self-reflection on practice • Accepts responsibility for student success and failure 	<ul style="list-style-type: none"> • CDIP committee reports • Curriculum/instruction committee reports • Written recommendation with rationale
7.3 Uses data to reflect on and identify areas for professional growth.	
<ul style="list-style-type: none"> • Copies of redesigned assessments due to reflection showing a problem • Annotated lesson plans marking changes as a result of feedback, reflection 	

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Standard 8: *Collaborates with colleagues/Parents/Others: The teacher collaborates with colleagues, parents and other agencies to design implement and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

8.1 Identifies students whose learning could be enhanced by collaboration.	8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
<ul style="list-style-type: none"> Letters, notes, email showing initiation of collaboration Any written evidence of collaboration 	<ul style="list-style-type: none"> Written description of collaborative effort Copy of IEP and/or SBARC conference summary with confidential information deleted Notes from discussions with students and others
8.3 Implements planned activities that enhance student learning and engage all parties.	8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
<ul style="list-style-type: none"> Written timelines for collaboration (e.g., KTIP cycles, unit planning cycle, CSIP review) Written outline of expectations Letters, notes, email to colleagues, parents, representatives outlining a collaborative project Copies of letters of responses to initiatives 	<ul style="list-style-type: none"> Written agreements with signatures showing a collaborative venture Notes of meetings Committee reports Notes, memoranda, written reflections on previous experiences Team teaching meetings minutes Vertical alignment committee meeting minutes/reports Copies of plans developed to meet needs Copies of letters requesting services or assistance from agencies Copies of responses from school personnel or community agencies

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Standard 9: *Evaluates Teaching and Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learner goals refines the skills and processes necessary, and implements a professional development plan.*

9.1 Self assesses performance relative to Kentucky's Teacher Standards.	9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
<ul style="list-style-type: none"> Written IPGP with current dates, activities, conferences, observations, goals & strategies Copies of needs assessment 	<ul style="list-style-type: none"> Copies of analysis used to identify needs Written rationale for identifying needs
9.3 Designs a professional growth plan that addresses identified priorities.	9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
<ul style="list-style-type: none"> Formative evaluation data Summative evaluation documents Letters, notes, email from colleagues identifying possible PD Professional Growth Plans 	<ul style="list-style-type: none"> Annotated lesson plans showing implementation/application of knowledge, skills gained from PD experiences

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Standard 10: Provides Leadership Within School/Community/Profession: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

<i>10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.</i>	<i>10.2 Develop a plan for engaging in leadership activities</i>
<ul style="list-style-type: none"> • Mentoring of colleagues. • Participation in State and National professional organizations, cadres, and academics • Recommendations of colleagues for emerging leadership opportunities • Encouragement of professional reading • Copies of presentations with handouts constructed • Minutes of committee meetings • Audio tapes/videotapes of teaching/learning 	<ul style="list-style-type: none"> • Letters, notes, email messages to/from parents, community members, community groups • Class newsletters • Audio tapes/videotapes of messages sent/received • Premier agenda • Home/school notebooks • Email alert on weather closings • School notes.com
<i>10.3 Implements a plan for engaging in leadership activities</i>	<i>10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.</i>
<ul style="list-style-type: none"> • Membership cards and plaques • Copies of travel reimbursement forms with activities identified • Certificates of attendance or ELIA credit • Sharing of new learning with other colleagues • Sign in sheets with signature and times • Evaluation forms signed by administrator or leader • Absence of letters, notes, email documenting lack of punctuality or poor attendance 	<ul style="list-style-type: none"> • Lesson plans, unit plans • Curriculum maps • Instructional materials • Letters, notes, email identifying policies/procedures followed • Absence of letters, notes, email documenting failure to adhere • Records corresponding to specific items in the policies/procedures