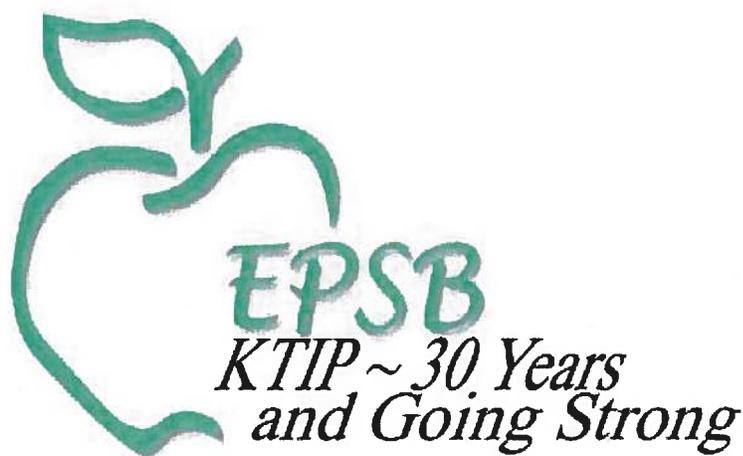


# Kentucky Teacher Internship Program (KTIP) Handbook



**FALL 2016 EDITION**

## Table of Contents

<b>Overview</b>	<b>3</b>
<b>Developing Your Sources of Evidence</b>	
<b>The Contexts for Developing the Sources of Evidence</b>	<b>3</b>
<b>Templates for the Sources of Evidence</b>	<b>3</b>
<b>A Schedule of Activities for the Internship</b>	<b>4</b>
<b>KTIP Organizer</b>	<b>6</b>
<b>Intern Information Sheet</b>	<b>7</b>
<b>Sources of Evidence and Templates</b>	
<b>Lesson Plan</b>	<b>8</b>
<b>Post-Observation Reflection</b>	<b>10</b>
<b>Records and Communication</b>	<b>12</b>
<b>Professional Involvement</b>	<b>14</b>
<b>Professional Growth</b>	<b>16</b>
<b>Observation of Teaching</b>	<b>20</b>
<b>Student Voice Survey</b>	<b>21</b>
<b>Glossary</b>	<b>22</b>
<b>Appendix</b>	<b>25</b>

## Overview

The Kentucky Teacher Internship Program (KTIP) includes a focused collection of evidence provided by the intern teacher which clearly demonstrates performance on the components of the Kentucky Framework for Teaching. The KTIP approach is grounded in a developmental view of teaching, recognizing that the complex, demanding work of the profession is mastered over the course of several years of study, consultation, and reflective practice. The purpose is to support beginning teachers in their development and to focus this support through a process that aligns with the Professional Growth and Effectiveness System (PGES).

The KTIP evidence collection process is organized around the three or four cycles of the internship year. During the first two cycles, the committee (resource teacher, principal, and teacher educator) formatively evaluates your performance and provides feedback to reinforce your strengths and address selected areas for professional growth. While formative assessments and feedback occur before the third cycle, it is during the third cycle that your performance on each of the components of the Kentucky Framework for Teaching is summatively evaluated to determine if you will be recommended for certification. To be recommended for certification at the end of Cycle 3, your committee must come to a consensus on your performance by rating each component as DEVELOPING or higher. If a consensus cannot be reached, majority rule will be utilized.

In the KTIP process, there are seven Sources of Evidence that are specifically designed to provide you with the opportunity to demonstrate your performance of the Kentucky Framework for Teaching components. The Sources of Evidence are listed below.

Sources of Evidence		
1. Lesson Plan 2. Post-Observation Reflection	3. Professional Growth 4. Records and Communications 5. Professional Involvement	6. Observation of Teaching 7. Student Voice Survey

## Developing the Sources of Evidence

### The Contexts for Developing the Sources of Evidence:

Developing the seven Sources of Evidence will provide opportunities for you to demonstrate and refine your teaching knowledge and skills in the context of the classroom. These skills include identifying student strengths and learning needs, planning instruction that addresses those needs, developing formative and summative assessment of student learning, analyzing and reflecting on student performance data to improve the impact of instruction on student learning, and collaborating with colleagues, families, and others who can contribute to meeting the needs of your students. In addition, you will have the opportunity to demonstrate and refine your teaching skills in the broader context of the school by becoming actively involved in the life of your school's professional community to improve student learning and the school environment. You will have the opportunity to identify your strengths and areas for growth as a teacher relative to the four domains of the Kentucky Framework for Teaching. Initially, while working with your committee, you will identify one or more areas for growth that, if addressed, would develop and/or refine your teaching skills. You will then develop and implement a professional growth plan that addresses the identified growth area(s) during your KTIP experience.

### Templates for the Sources of Evidence:

As noted above, you will demonstrate your performance on the components of the Kentucky Framework for Teaching with the Sources of Evidence. You will use online templates to provide the seven Sources of Evidence. The component(s) of the Kentucky Framework for Teaching addressed by each Source of Evidence is identified on the template by a parenthetical notation (e.g. (1E)). Guidelines for each template provide directions and timelines for developing the Source of Evidence. In addition, each template provides prompts and directions for its completion. This handbook provides paper copies of the templates that are available on-line at [www.epsb.ky.gov](http://www.epsb.ky.gov). The online templates are in Microsoft Word and can be downloaded as needed. It should be noted that some Sources of Evidence will require that you provide evidence/artifacts of your teaching, such as copies of your assessments. For this reason, it is essential that you read the directions for each template carefully so that you provide what is needed. In addition, your committee may require that you provide additional documentation for one or more of the Sources of Evidence.

## Schedule of Activities for the Internship Year

### **Prior to Orientation Meeting, you will need to:**

- Access the Intern Management System (IMS); (to access IMS, you will need to create a username and password at [www.epsb.ky.gov](http://www.epsb.ky.gov). Click “Log in to EPSB” and create new account)
- Access the KTIP Forms and Resources:
  - i. Go to the EPSB website: [www.epsb.ky.gov](http://www.epsb.ky.gov) (do not login)
  - ii. Click on Internships
  - iii. Click on KTIP
  - iv. Click on KTIP Forms and Resource Information
- Complete, download, and sign the *Intern Information Sheet*.
- Complete the Self-Assessment of Performance section of the Professional Growth Plan.
- Identify possible ways you might become involved in the professional community of your school and district.
- Establish tentative meeting dates for out-of-class hours with the resource teacher.

### **During Orientation Meeting, you and your committee will:**

- Review all materials, processes, and procedures, and discuss expectations.
- Discuss results of Self-Assessment of Performance as they will relate to your strengths and areas for growth.
- Discuss when the Cycle 1 Student Voice Survey will be administered and the process/procedures to be used.
- Begin work on your Professional Involvement Log by identifying ways you will become involved in the professional community of your school and district.
- Work with committee members to set the observation and committee meeting dates.
- Sign off on the Orientation Meeting in the Intern Management System (IMS).

### **During Cycle 1, you will:**

- Develop your Cycle 1 Lesson Plans and submit electronically to the appropriate committee members 2-3 days prior to their observations.
- Complete the Post-Observation Reflection after each observed lesson and submit electronically to the appropriate committee members.
- Continue to work on Professional Involvement by entering the activities in which you are involved on the Professional Involvement Log.
- Develop the Records and Communication evidence.
- Work with your resource teacher to identify your strengths and priority areas for growth and possible types of professional learning/development needed.
- Administer and score the Student Voice Survey according to the plan established at the Orientation Meeting.

### **During Cycle 1 Committee Meeting, you and your committee will:**

- Discuss the scores and supporting evidence for the Framework components.
- Discuss your work on the Records and Communications and identify any areas that need more information.
- Agree upon your professional growth goal(s) for Cycle 2 and discuss the activities and the support/resources needed to achieve the goal(s). You will use this information in developing your PGP.
- Discuss your Student Voice results and any implications for developing your PGP.
- Discuss your work on the Professional Involvement Log.
- Clarify expectations for Cycle 2.
- Review dates for observations and Committee Meeting for Cycle 2.

### **During Cycle 2, you will:**

- Develop your Cycle 2 Lesson Plans and submit electronically to the appropriate committee members 2-3 days prior to their observation.
- Complete the Post-Observation Reflection after each observed lesson and submit electronically to the appropriate committee members.
- Develop your PGP. You must submit your PGP electronically to your committee members for their review and approval within two weeks after the Cycle 1 Committee Meeting.
- Complete Cycle 2 section of the PGP.
- Update your Professional Involvement Log and submit electronically to committee members.
- Update your Records and Communication, if directed by your committee.

**During Cycle 2 Committee Meeting, you and your committee will:**

- Discuss the scores and supporting evidence for the Framework components.
- Discuss the progress made in implementing the professional growth activities and identify assistance and other documentation needed for these activities on the PGP.
- Review progress made on the Professional Involvement Log and confirm the appropriateness of the activities.
- Review your work on Records and Communications.
- Decide whether you will video one lesson for Cycle 3 or have each committee member observe a lesson.
- Review dates for observations and the Committee Meeting for Cycle 3.
- If all committee members have entered scores, sign off on the Cycle 2 Committee Meeting in IMS.

**During Cycle 3, you will:**

- Develop your Lesson Plan and video and submit them electronically to the committee members.

OR

Develop your Lesson Plans and submit electronically to the appropriate committee members 2-3 days prior to their observations.

- Complete the Post-Observation Reflection after each observed lesson.
- Complete the Cycle 3 Self-Assessment of Performance of the Professional Growth to determine your current level of performance related to each component of the Kentucky Framework for Teaching.
- Administer and score the Student Voice Survey according to the plan established at the Orientation Meeting.
- Complete the Cycle 3 Final Report section of the PGP and submit to committee members electronically for their review and approval.
- Confirm that you have submitted all required and completed Sources of Evidence to your committee members for their review and summative evaluation prior to the Cycle 3 Committee Meeting.
- Review and sign (if completed) the Resource Teacher Time Sheet in IMS.

**During Cycle 3 Committee Meeting, you and your committee will:**

- Discuss the scores and supporting evidence for the Framework components.
- Discuss all required and completed Sources of Evidence.
- If all members have entered scores, sign off on the Cycle 3 Committee Meeting in IMS.

**Optional Cycle 4:**

If the KTIP Committee believes that more time would allow better demonstration of one or more of the Kentucky Framework for Teaching components, a Cycle 4 may be conducted. This additional cycle could include observations and/or a review of selected Sources of Evidence. It must include a committee meeting. The results would replace those reported in Cycle 3.

The decision to allow a fourth cycle is solely at the discretion of the KTIP Committee. If a fourth cycle is conducted, it shall fall within the timelines of Cycle 3, and all committee members must be in agreement.

**KTIP Organizer:**

In each KTIP Cycle you will be developing or expanding your responses to the Sources of Evidence which will be submitted to your committee members for their review and evaluation. To ensure that the work you submit is complete and organized, the KTIP Organizer, found on the next page, is provided. This organizer provides a list of the Sources of Evidence that should be presented for review and evaluation at each KTIP meeting, the order in which they are to be presented, and a brief description of the expected content of each. Whether you and your committee choose to use a paper record or an electronic record such as Google Documents, the KTIP Organizer should be used to ensure that your KTIP materials are complete and organized.

## KTIP ORGANIZER

### **Orientation Meeting Organizer**

**(NOTE: Orientation Meeting is held prior to any formal classroom observations)**

- \_\_\_\_\_ KTIP Organizer
- \_\_\_\_\_ Signed Intern Information Sheet
- \_\_\_\_\_ Professional Growth – Initial Kentucky Framework for Teaching Self-Assessment

### **Cycle 1 Committee Meeting Organizer**

**(Cycle 1 Timeframe: 1-60 instructional days following the orientation meeting)**

- \_\_\_\_\_ Lesson Plan - Cycle 1 Lesson Plan for each observed lesson
- \_\_\_\_\_ Post-Observation Reflection for each observed lesson
- \_\_\_\_\_ Records and Communications – Description of Records and Communications
- \_\_\_\_\_ Student Voice – Cycle 1 Student Voice Data/Profile
- \_\_\_\_\_ Professional Growth - Identified Strengths and possible Priority Areas for Growth
- \_\_\_\_\_ Professional Involvement – Cycle 1 Professional Involvement Log and Cycle 1 Involvement Review and Reflection
- \_\_\_\_\_ Observations of Teaching - Intern Performance Record from each committee member

### **Cycle 2 Committee Meeting Organizer**

**(Cycle 2 Timeframe: 61-110 instructional days following the orientation meeting)**

- \_\_\_\_\_ Lesson Plan - Cycle 2 Lesson Plan for each observed lesson
- \_\_\_\_\_ Post-Observation Reflection for each observed lesson
- \_\_\_\_\_ Records and Communications – Only if committee requested additional information
- \_\_\_\_\_ Professional Growth – Approved PGP and Cycle 2 Progress Report
- \_\_\_\_\_ Professional Involvement – Updated Professional Involvement Log and Cycle 2 Involvement Review and Reflection
- \_\_\_\_\_ Observations of Teaching - Intern Performance Record from each committee member

### **Cycle 3 Committee Meeting Organizer**

**(Cycle 3 Timeframe: 111 instructional days following the orientation meeting-- end of school)**

- \_\_\_\_\_ Lesson Plan - Cycle 3 Lesson Plan for each observed lesson
- \_\_\_\_\_ Post-Observation Reflection for each observed lesson
- \_\_\_\_\_ Records and Communications – Only if the committee requested additional information
- \_\_\_\_\_ Student Voice – Cycle 1 and Cycle 3 Student Voice Data/Profile
- \_\_\_\_\_ Professional Growth – Approved PGP and Cycle 3 Final Report
- \_\_\_\_\_ Professional Involvement – Updated Professional Involvement Log and Cycle 3 Final Involvement Review and Reflection
- \_\_\_\_\_ Observation of Teaching - Intern Performance Record from each committee member

**Intern Information Sheet**

**Complete this template and include it in your documentation**

\*\*\*\*\*

**Name:** \_\_\_\_\_

**Current Teaching Assignment: Grade(s)** \_\_\_\_\_ **Subject(s)** \_\_\_\_\_

**School District:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**School Address:** \_\_\_\_\_

**School Telephone:** \_\_\_\_\_ **Cell** \_\_\_\_\_ **Home** \_\_\_\_\_

**Home Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**School E-mail Address:** \_\_\_\_\_

\*\*\*\*\*

I verify that this is my authentic work, the original work of my students, and authentic feedback from colleagues, families, and administrators. I also verify that I have thoroughly read the KTIP Handbook.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Source of Evidence: Lesson Plan

Your committee will use this evidence to evaluate your performance on the following:

<b>Kentucky Framework for Teaching Components</b>	<b>Kentucky Teacher Standards</b>
1A – Demonstrating Knowledge of Content and Pedagogy 1B – Demonstrating Knowledge of Students 1C – Setting Instructional Outcomes 1D – Demonstrating Knowledge of Resources 1E – Developing Coherent Instruction 1F – Designing Student Assessment	1 – The Teacher Demonstrates Applied Content Knowledge 2 – The Teacher Designs and Plans Instruction 3 – The Teacher Creates and Maintains Learning Climate 4 – The Teacher Implements and Manages Instruction 5 – Assesses and Communicates Learning Results 6 – The Teacher Demonstrates the Implementation of Technology 8 – Collaborates with Colleagues/Parents/Others

### Guidelines for Developing the Source of Evidence: Lesson Plan

Effectively planning and implementing instruction requires that you first have knowledge of the content to be addressed and the appropriate strategies for presenting the content. Second, you must have a clear knowledge/understanding of your students and what they bring to the learning environment. Finally, you must have knowledge of the resources available to support instruction and facilitate student learning.

The development of your lesson plans should allow you to demonstrate your knowledge of your students, subject matter, and resources. Your lesson plan will provide the foundation upon which you will create the classroom environment and implement instruction. The lesson plan template should be used in planning all lessons to be observed by your KTIP committee members. Each lesson plan should be sent to the appropriate committee member 2 -3 days before the scheduled observation to allow for review and feedback.

#### 1. Describe the Students for which this Lesson is Designed

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies that were considered in designing this lesson.

#### 2. Lesson Learning Target(s)/Objectives

To establish the context for the lesson to be observed, list the previous lesson's learning targets/objectives, the current lesson's learning targets/objectives and the next lesson's learning targets/objectives. The connections to the state curriculum/content area standards should be focused on the knowledge, skills, and/or processes identified in the learning targets/objectives. Be sure that all learning targets/objectives are student-centered, observable, and measurable.

#### 3. Students' Baseline Knowledge and Skills

Briefly describe the pre-assessment(s) you used to identify your students' baseline knowledge and skills relative to the learning targets/objectives for this lesson. Attach copies of baseline data and all assessments used.

#### 4. Formative Assessment(s)

Identify the type of formative assessments and data that will be used to determine student progress in achieving the learning targets/objectives. If needed, identify how these assessments will be differentiated to address the needs of your students. In addition to the formative assessments you will use, describe how you will provide opportunities for your students to self-assess their learning progress. Attach copies of the formative assessments and student self-assessments to be used.

#### 5. Resources

Identify the resources and assistance that will be needed for the lesson. During the course of your internship you should make use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitating your students' learning.

#### 6. Lesson Procedures

Describe the sequence of strategies, activities, and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence be sure to:

- Describe how your instruction will be differentiated to meet the needs, interests, and abilities of your students.
- Identify the questions you will use to promote higher order thinking and encourage discussion.

#### 7. Watch For-----

Are there specific indicators for the components of Domain 2 - Classroom Environment and/or Domain 3 - Instruction that you would like specifically observed during this lesson? If there are, please note these on your plan to alert the observer.

## Source of Evidence: Lesson Plan

Name: \_\_\_\_\_ Date of Observation : \_\_\_\_\_ Cycle: \_\_\_\_\_

Ages/Grades of Students \_\_\_\_\_ # of Students in Class \_\_\_\_\_

# of Students having IEP/504 \_\_\_\_\_ # of Gifted Students \_\_\_\_\_ # of Students having LEP \_\_\_\_\_

Lesson Title: \_\_\_\_\_

### 1. Context: Describe the Students for which this Lesson is Designed (1B):

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies.

### 2. Lesson Learning Targets/Objectives (1A) (1C)

- a. Previous lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)
- b. Current lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)
- c. Next lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)

### 3. Students' Baseline Knowledge and Skills (1B) (1F)

Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.

### 4. Formative Assessment (1F)

Describe and include the formative assessment(s) to be used to measure student progress during this lesson.

### 5. Resources (1D)

Identify the resources and assistance available to support your instruction and facilitate students' learning.

### 6. Lesson Procedures (1E)

Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities.

### 7. Watch For-----

Identify anything that you would like specifically observed during this lesson.

**Source of Evidence: Post-Observation Reflection**

**Your committee will use this evidence to evaluate your performance on the following:**

**Kentucky Framework for Teaching Components**

3E – Demonstrating Flexibility and Responsiveness  
4A – Reflecting on Teaching

**Kentucky Teacher Standards**

4 – The Teacher Implements and Manages Instruction  
5 – Assesses and Communicates Learning Results  
7 – Reflects on and Evaluates Teaching and Learning  
9 – Evaluates Teaching and Implements Professional Development

**Guidelines for Developing the Source of Evidence: Post-Observation Reflection**

Teaching is a purposeful act, involving many decisions in both the planning and implementation of instruction. Reflection is the thoughtful consideration of those decisions in light of their impact on student learning to determine what aspects of instruction need to be changed and what aspects should be continued. The accuracy and specificity of your reflection and the validity of actions based on the reflection will depend on the extent to which the reflection is based on accurate performance data. During your internship, your committee and colleagues will help you refine your skill of reflection. Accurate reflection is the basis for planning and implementing both instruction that is responsive to your students' needs and professional learning that is responsive to your needs.

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing, and assessing an observed lesson and describe the actions taken based on your reflection.

1. While the directions on the template state this Source of Evidence should be completed within two days of each observation, it is recommended that your analysis of the lesson's formative assessment data be done as soon as possible after the lesson to ensure that the data is used to inform ongoing instruction in a timely fashion.
2. Your response to these questions should be based on an analysis of the formative assessment data from the lesson.
3. Identify any other student evidence or artifacts that informed your determination of student achievement and describe their influence on your determination.
4. If classroom procedures, student conduct, and/or physical space contributed to or hindered student learning, describe the specific contribution or hindrance.
5. If you departed from your plan, be specific as to how and why you changed your plan.
6. If you were to teach this lesson again, explain what you would do differently and why you would make the change(s).
7. What professional growth needs have you identified based on your reflections as you planned, taught, and assessed your lessons? How do you plan to address these needs?

## Source of Evidence: Post-Observation Reflection

Name:

Cycle:

**This Source of Evidence must be completed within two days after each observed lesson.**

1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories:

Objective / Learning Target 1

Objective / Learning Target 2

a) Below criteria    \_\_\_\_\_ # of students

\_\_\_\_\_ # of students

b) Meets criteria    \_\_\_\_\_ # of students

\_\_\_\_\_ # of students

c) Exceeds criteria    \_\_\_\_\_ # of students

\_\_\_\_\_ # of students

**Attach a copy of the formative assessment with the criteria or rubric used to determine students' performance on each of the lesson's learning targets/objectives.**

2. Based on the formative assessment data, how successful was the lesson? What commonalities did you identify from this data? Did the students achieve the learning target(s)? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)

3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence, or artifacts that assisted you in making your determination regarding student achievement. (4A)

4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? (4A)

5. Did you depart from your plan? If so, how and why? (3E)

6. What changes would you make if you were to teach this lesson again? What evidence informed the changes? (4A)

7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (4A) (4E)

<b>Source of Evidence: Records and Communication</b>	
<b>Your committee will use this evidence to evaluate your performance on the following:</b>	
<b><u>Kentucky Framework for Teaching Components</u></b>	<b><u>Kentucky Teacher Standards</u></b>
4B – Maintaining Accurate Records 4C – Communicating with Families	5 – The Teacher Assesses and Communicates Learning Results 7 – Reflects on and Evaluates Teaching and Learning

### **Guidelines for Developing the Source of Evidence: Records and Communication**

An essential responsibility of teachers is to keep accurate records of both instructional and non-instructional events. Accurate records are vital because they inform the teacher’s interactions with colleagues, students, and families. The methods for keeping these records will vary depending on the type of information being recorded and the requirements of the school district.

Another responsibility of teachers is to establish relationships with families by communicating with them about the instructional program and their child’s progress and providing opportunities for them to be involved in the educational process. A teacher’s efforts to communicate with students’ families conveys a message of caring on the part of the teacher.

This Source of Evidence should be initiated during Cycle 1 to inform discussions during the post-observation conferences and the Cycle 1 Committee Meeting regarding Components (4B) and (4C). If Component 4B – Maintaining Accurate Records and/or Component 4C- Communicating with Families are scored as ineffective by one or more committee members during Cycle 1, this Source of Evidence must be further developed and submitted for reevaluation during Cycle 2. If Component 4B and 4C are scored as Developing or higher by all committee members during Cycle 1, no additional write-up is required during Cycle 2 or Cycle 3 unless the committee requests more information or you wish to improve your documentation. You should, however, be prepared to share any changes made or insights gained regarding the two components during post-observation conferences and committee meetings.

There are not guiding questions for developing this Source of Evidence, as the prompts are simple and straightforward.

**Source of Evidence: Records and Communication**

**Name:**

**Date:**

**This Source of Evidence should be initiated during Cycle 1.**

**1. Records (4B)**

Briefly describe and show evidence of :

- a. Routine classroom events (e.g. attendance, completion of assignments, etc.)
- b. Individual student learning/progress
- c. Non-instructional matters (e.g. permission slips, picture money, equipment inventories, etc.)

**2. Communication (4C)**

Describe ways that you communicate with students and families regarding:

- a. The learning of the student.
  
- b. The instructional program in which the student is involved.
  
- c. The ways that families could become involved in the student's learning.

Reflect on how your efforts to communicate with students and families had a positive impact on the environment in your classroom and how they could be improved.

## Source of Evidence: Professional Involvement

Your committee will use this evidence to evaluate your performance on the following:

<u>Kentucky Framework for Teaching Components</u>	<u>Kentucky Teacher Standards</u>
4A – Reflecting on Teaching 4B – Maintaining Accurate Records 4D – Participating in a Professional Community 4E – Growing and Developing Professionally 4F – Showing Professionalism	5 – The Teacher Assesses and Communicates Learning Results 6 – The Teacher Demonstrates the Implementation of Technology 7 – Reflects on and Evaluates Teaching and Learning 8 – Collaborates with Colleagues/Parents/Others 9 – Evaluates Teaching and Implements Professional Development 10 – Provides Leadership Within School/Community/Profession

### Guidelines for Developing the Source of Evidence: Professional Involvement

Effective schools are more than aggregations of effective classrooms. They are professional communities in which teachers are actively involved in collaborations with colleagues and others to improve instruction and student learning and seek ways to contribute to the quality of life for both students and teachers in the school and district. As an intern, you will have the opportunity to identify ways in which you can become actively involved in your school’s professional community.

Your initial involvement in the professional community of your school should be discussed with committee members at the Orientation Meeting. The Professional Involvement Log should then be used to document your professional involvement activities during the course of your internship, providing a brief description of your contributions to/involvement in each activity noted. Your log should be updated during each cycle of the internship year as your involvement in some activities ends, involvement in other activities continues, and involvement in new activities is initiated.

**Your professional involvement will be evaluated on the extent to which you have actively participated in a range of activities and have, over time, made a contribution to the professional community of your school.**

During the Orientation Meeting, discuss with your committee ways you can be actively involved in the professional life of your school and district (e.g. involvement in instructional collaborations with colleagues such as PLCs or departmental/grade level groups to identify and address student needs, participation in school events/activities and student clubs or groups, service on school and/or district committees and projects, involvement in a professional book study, engagement with parent and community groups, etc.). Agree on your initial professional involvement activities for Cycle 1.

After the Orientation Meeting, use the Professional Involvement Log to document the ways you are currently involved in the professional life of your school and district, providing a description of your contributions to/involvement in each activity noted. This log should be updated during each cycle to reflect continued and new involvement.

1. For the Cycle 1 Committee Meeting, review your professional involvement during Cycle 1, reflecting on your contributions to/ involvement in the activities and the impact of your involvement on you, the students, and the school community. Identify activities that will be continued and any possible new opportunities for involvement during Cycle 2.
2. For the Cycle 2 Committee Meeting, review your professional involvement during Cycle 2, reflecting on your contributions to/ involvement in the activities and the impact of your involvement on you, the students, and the school community. Identify activities that will be continued and any possible new opportunities for involvement during Cycle 3.
3. For the Cycle 3 Committee Meeting, reflect on the impact of your professional involvement during the school year on you, the students, and the school community. What experiences were most beneficial? Identify any activities in which you would like to continue to be involved next year.

**Source of Evidence: Professional Involvement (4D)**

**Name:**

**This log should be updated during each cycle.**

**Your updated Professional Involvement Log should be available for review before each cycle's committee meeting**

Activity	Description of Your Contributions/Involvement
	Cycle 1: Cycle 2: Cycle 3:

1. Cycle 1 Involvement Review and Reflection

2. Cycle 2 Involvement Review and Reflection

3. Cycle 3 Final Involvement Review and Reflection

<b>Source of Evidence: Professional Growth</b>	
<b>Your committee will use this evidence to evaluate your performance on the following:</b>	
<b><u>Kentucky Framework for Teaching Components</u></b>	<b><u>Kentucky Teacher Standards</u></b>
4A – Reflecting on Teaching 4E – Growing and Developing Professionally	7 – Reflects on and Evaluates Teaching and Learning 9 – Evaluates Teaching and Implements Professional Development 10 – Provides Leadership Within School/Community/Profession

### **Guidelines for Developing the Source of Evidence: Professional Growth**

As noted in the overview of this handbook, the KTIP approach is grounded in a developmental view of teaching, recognizing that the complex, demanding work of the profession is mastered over the course of several years of study, consultation, and reflective practice. In developing this Source of Evidence, you will have the opportunity to assess your present level of performance on the components of the Kentucky Framework for Teaching to begin to identify your strengths and areas for growth. Working with your resource teacher and then your committee, you will identify the focus for your PGP.

The PGP is the Source of Evidence that documents that you have been afforded due process. The areas for growth to be addressed on your PGP will be identified during the Cycle 1 Committee Meeting when you and your committee discuss your strengths and possible priority areas for growth. The PGP must first focus on documenting that you have been provided reasonable assistance to improve your performance on any components rated as Ineffective. If all components are rated as Developing or higher, the focus of the PGP can be on components which, if refined, would have the greatest impact on your instruction and your students' learning.

1. Before the Orientation Meeting, you should assess your present level of performance on the components of the Kentucky Framework for Teaching by completing the following steps:
  - Download a copy of the Kentucky Framework for Teaching from the EPSB website.
  - For each component, carefully read the indicators for the four levels of performance and mark with a highlighter the indicators that best describe your current performance for that component.
  - For each component, the performance level with the most highlighted indicators best describes your assessment of your level of performance for the component.
  - In the Self-Assessment of Performance matrix on the template, click on the appropriate performance level to the right of each component.

Note: The initial self-assessment of your performance level on each of the Kentucky Framework for Teaching components can be done using this KTIP template or the self-assessment process associated with PGES used in your district. Either process will yield a performance rating for each component that can be used to inform the development of your PGP.

2. During Cycle 1, review your ratings for the components of the Kentucky Framework for Teaching to identify those components that represent possible priority growth needs (needs which, if addressed by professional learning, would have a positive impact on your instruction and your students' learning). To get started, consider those components that you rated as either (I) Ineffective or (D) Developing. From these components, select the four components you believe would have the greatest impact on your instruction and student learning if addressed by professional learning. As you identify these components, click on them in the Possible Professional Growth Priority Components section of the template.
3. At the Cycle 1 Committee Meeting, you and your committee should consider the components you identified as possible priorities for professional growth. Other Sources of Evidence such as observations and student assessment data should also be considered to reach agreement on the one or two priority components that will be your focus for professional growth goal development during Cycle 2. In the Priority Component for Professional Growth Plan Development section of the template, enter the number and name of the selected component(s) and click on the current level of performance below the component(s).

4. After the Cycle 1 Committee Meeting, you should develop your plan for professional learning/development that will effectively address your identified priority growth need(s), specific goals, and actions. Your answers to the following questions will be the basis for developing your PGP and should be entered in the PGP template.
  - a. What is your professional growth goal? What do you want to improve about your instruction that will effectively impact student learning?
  - b. What professional growth activities will help you develop the new knowledge/skills you need to make that improvement?
  - c. What resources and support will you need to develop the new knowledge/skills?
  - d. When do you anticipate completing each of the professional growth activities?
  - e. How will you assess any progress/success with your improvement goal(s)?
  - f. What is the expected impact on student growth?

**Your PGP should be completed and sent to your committee members for review and approval no later than two weeks after the Cycle 1 Committee Meeting.**

5. For the Cycle 2 Committee Meeting, provide evidence that your professional growth activities are having a positive impact on your instructional effectiveness and student learning. If it is too early for your growth activities to yield evidence of impact on student learning, provide evidence of how the activities have had an impact on your instruction.
6. For the Cycle 3 Committee Meeting, complete your Professional Growth Final Report
  - a. Analysis of Self-Assessments and Student Voice Survey data:

Complete the Cycle 3 Self-Assessment of your level of performance related to each of the components of the Kentucky Framework for Teaching. Compare the results of the Cycle 3 Self-Assessment with the results of the Initial Self-Assessment and identify specific areas of growth.

Compare the results of the Cycle 1 Student Voice Survey with the results of the Cycle 3 Student Voice Survey. How are the two results the same? How are they different? Does your analysis suggest any areas for professional learning/development in the future?
  - b. Analysis of Professional Growth:

Discuss the progress made in addressing your professional growth needs. Did you achieve your professional growth goal(s)?
  - c. Summative Reflection:

Reflect on your professional learning activities and how they impacted your instructional effectiveness and student learning. Did you achieve the expected student growth impact from these activities? What components of the Framework would you want to be the focus of your professional learning/development next year?

Source of Evidence: Professional Growth									
1. Self-Assessment of Performance									
Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary									
	Component	Initial				3rd Cycle			
		I	D	A	E	I	D	A	E
<b>DOMAIN 1</b> Planning and Preparation	1A – Demonstrating Knowledge of Content and Pedagogy								
	1B – Demonstrating Knowledge of Students								
	1C – Selecting Instructional Outcomes								
	1D – Demonstrating Knowledge of Resources								
	1E – Designing Coherent Instruction								
	1F – Designing Student Assessment								
<b>DOMAIN 2</b> Classroom Environment	2A – Creating an Environment of Respect and Rapport								
	2B – Establishing a Culture of Learning								
	2C – Managing Classroom Procedures								
	2D – Managing Student Behavior								
	2E – Organizing Physical Space								
<b>DOMAIN 3</b> Instruction	3A – Communicating with Students								
	3B – Using Questioning and Discussion Techniques								
	3C – Engaging Students in Learning								
	3D – Using Assessment in Instruction								
	3E – Demonstrating Flexibility and Responsiveness								
<b>DOMAIN 4</b> Professional Responsibilities	4A – Reflecting on Teaching								
	4B – Maintaining Accurate Records								
	4C – Communicating with Families								
	4D – Participating in a Professional Community								
	4E – Growing and Developing Professionally								
	4F – Demonstrating Professionalism								

2. Possible Professional Growth Priority Components							3. Priority Component for Professional Growth Plan Development			
Planning and Preparation	1A	1B	1C	1D	1E	1F				
The Classroom Environment	2A	2B	2C	2D	2E					
Instruction	3A	3B	3C	3D	3E					
Professional Responsibility	4A	4B	4C	4D	4E	4F				
							Current Level of Performance			
							I	D	A	E

**4. Professional Growth Plan (4E)**

**This PGP must be completed and sent to committee members for review and approval no later than two weeks after the Cycle 1 Committee Meeting.**

**Name:**

**Date:**

**a. Professional Growth Goal:**

<b>b. Professional Growth Activities</b>	<b>c. Needed Resources/Support</b>	<b>d. Anticipated Completion Date</b>

**e. How will you assess your progress/success in addressing your Professional Growth Goal?**

**f. What is the expected impact on student learning of your professional growth activities?**

**5. Cycle 2 Progress Update (4E)**

**6. Cycle 3 Final Report**

**a. Analysis of Self-Assessments and Student Voice Survey(s): (4E)**

**b. Analysis of Professional Growth: (4E)**

**c. Summative Reflection: (4A)**

**Source of Evidence: Observation of Teaching**

Your committee will use this evidence to evaluate your performance on the following:

<u>Kentucky Framework for Teaching Components</u>	<u>Kentucky Teacher Standards</u>
2A – Creating an Environment of Respect and Rapport	1 – The Teacher Demonstrates Applied Content Knowledge
2B – Establishing a Culture for Learning	3 – The Teacher Creates and Maintains Learning Climate
2C – Managing Classroom Procedures	4 – The Teacher Implements and Manages Instruction
2D – Managing Student Behavior	5 – The Teacher Assesses and Communicates Learning Results
2E – Organizing Physical Space	8 – Collaborates with Colleagues/Parents/Others
3A – Communicating with Students	
3B – Questioning and Discussion Techniques	
3C – Engaging Students in Learning	
3D – Using Assessment in Instruction	
3E – Demonstrating Flexibility and Responsiveness	

**Guidelines for Developing the Source of Evidence: Observations of Teaching**

When you have developed the lesson plans for your KTIP observations, you should remember that these plans provide the structure upon which you will create the classroom environment and implement instruction as described by the components of Domains 2 and 3, respectively. For this reason, as you prepare to be observed, you should review the components of Domains 2 and 3 and their levels of performance. The insights gained from this review will enable you to be more intentional as you consider how you will demonstrate each of the components in your teaching.

<b>Source of Evidence: Student Voice Survey</b>	
<b>Your committee will use this evidence to evaluate your performance on the following:</b>	
<u>Kentucky Framework for Teaching Components</u> 1B – Demonstrating Knowledge of Students	<u>Kentucky Teacher Standards</u> 1 – The Teacher Demonstrates Applied Content Knowledge 2 – The Teacher Designs and Plans Instruction 3 – The Teacher Creates and Maintains Learning Climate 4 – The Teacher Implements and Manages Instruction 8 – Collaborates with Colleagues/Parents/Others

**Guidelines for Developing the Source of Evidence: Student Voice Survey**

With each day’s interactions with your students, you have expanded your understanding of their backgrounds, special needs, cultural differences, interests, and language proficiencies. The Student Voice Survey is a measure of the extent to which students perceive that their teacher provides:

- Support through rigorous instruction
- Transparency through effective communication styles
- Understanding through appropriate and varied assessment
- Discipline through respectful classroom culture
- Engagement through innovative instruction
- Nurturing through attentive observation
- Trust through teamwork

Data from the Student Voice Survey completed by your students during Cycle 1 will provide evidence as to how your students perceive their classroom environment. This data will provide additional insights regarding your students and can be used to inform your planning and professional growth activities. The data should be documented on the PGP.

- If you are teaching Preschool–Grade 2, the Student Voice Survey is not required because there is no electronic or hand-scored version of the survey available for these students.
- If you are teaching grades 3–12 in a public school, use the hand-scored version of the survey available on the EPSB website or the KDE electronic version of the survey if it is available through Infinite Campus.
- If you are teaching grades 3–12 in a private school, use the hand-scored version that is available on the EPSB website.

1. During the Orientation Meeting, you and your committee should discuss the administration and scoring of the Cycle 1 Student Voice Survey using the Directions for Administering and Scoring the Student Voice Survey that is available on the EPSB website.
2. During Cycle 1, you will administer and score the Student Voice Survey. If you teach more than one class/group of students, you should select one class/group of students who will complete the survey.
3. During the Cycle 1 Committee Meeting, you and your committee will discuss the results of the survey and consider the implications for your professional learning/development efforts in components of Domains 2 and 3.
4. During Cycle 3, you will administer and score the Student Voice Survey a second time. You may choose to have the same students who completed the survey in Cycle 1 complete the Cycle 3 survey or have a different class/group of students complete the Cycle 3 survey. The analysis of the results of the Cycle 1 and Cycle 3 Student Voice Surveys is included in the Cycle 3 Final Report of the Professional Growth Plan.

# GLOSSARY

This section provides general definitions for some of the terms frequently used in the KTIP materials.

## **Accommodations**

Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

## **Alignment**

The consistency among objectives, pre-assessments, instruction, formative assessments, and summative assessments.

## **Analysis of Data**

Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

## **Artifacts**

Documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

## **Collaborating**

Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference between cooperating and collaborating is that individuals are willing to learn from each other to become better at what they do. Collaborating means that individuals share risks, responsibilities, and rewards. It requires a substantial time commitment, very high level of trust, and turf sharing.

## **Developmentally Appropriate**

The use of content, instruction, and assessment that meet the students' ability to reason, interpret, focus, communicate, and interact, both socially and academically.

## **Differentiation**

The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

## **Diverse Student Needs**

Various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

## **ELL**

English Language Learners; sometimes used synonymously with ESL, English as a Second Language.

## **Formative Assessment**

All those strategies undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet student needs.

## **GSSP**

Gifted Student Services Plan; sometimes given another acronym in districts.

## **Higher-order Thinking**

Comparing, analyzing, synthesizing, evaluating, and applying knowledge by the classroom strategies that go beyond dissemination of factual information.

## **IEP**

Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations.

**Instructional Day**

A day that:

- The intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and
- Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

**Intern Management System (IMS)**

Electronic reporting system for the Record of Teacher Internship Year (RTIY) and the Resource Teacher Time Sheet (RTT)

**Intervention**

An educational practice, strategy, curriculum, or program to enhance learning for students.

**Instructional Materials**

Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

**Kentucky Framework for Teaching**

<http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx>

**Kentucky Teacher Standards**

<http://www.kyepsb.net/documents/EduPrep/Kentuckyteacherstandards.pdf>

**Learning Outcomes**

Educational aims or end products which encompass all goals and objectives.

**Learning Targets**

Educational aims or end products which encompass all goals and objectives. These are sometimes referred to as “I can” statements.

**Misconceptions**

Student responses which indicate inaccurate understanding of content.

**Modifications**

Practices that change, raise, or reduce learning expectations. Modifications can decrease the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

**Objectives**

The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in “By the end of this lesson, the student will be able to identify and describe eight major causes of the Civil War.”

**Patterns of Achievement**

Growth in knowledge that can be charted or graphed showing the progress of the student in achievement of unit objectives.

**Performance-based Assessment**

An assessment that includes what a student or teacher is able to do (performance) rather than simply a written explanation of student knowledge.

**Pre-assessment**

Strategy or test used to reveal understanding of a topic prior to beginning formal instruction that may inform differentiated practice.

**Professional Development**

The means and activities teachers use to achieve professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It is an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

**PGES**

Professional Growth and Effectiveness System

**Professional Growth Plan (PGP)**

The plan teachers use to become more proficient. The process involves self-assessment, reflection, and a written plan for addressing and improving in the identified areas of growth.

**Professional Learning Standards**

<http://education.ky.gov/teachers/pd/pages/professional-development-standards.aspx>

**Reflection**

The reporting and analyzing of teaching philosophies, practices, and experiences. A vital part of a performance-based product is the reflection required of the teacher to understand why a lesson was productive or unproductive.

**Rubric/Scoring Guide**

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance. They define criteria to meet the expected teaching standard of performance.

**Self-Assessment**

A student's evaluation of his or her own work.

**Student Voice**

This is a classroom-level reporting system used to provide feedback and evidence of effectiveness to classroom teachers and administrators.

**Source of Evidence**

Focused collection of documentation that demonstrates teacher and student performance on components of the Kentucky Framework for Teaching to help determine competency in the Kentucky Teacher Standards.

**Student-centered**

Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on students.

**Summative assessment**

Evaluation of the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

**Technology**

Materials, devices, computers, and software that allow a teacher to demonstrate proficiency in Standard 6. Examples of appropriate technology might include but are not limited to word processing products, student data systems, white boards or presentation formats, Web quests, LCD projectors, computer labs, software packages that assist student learning, and email.

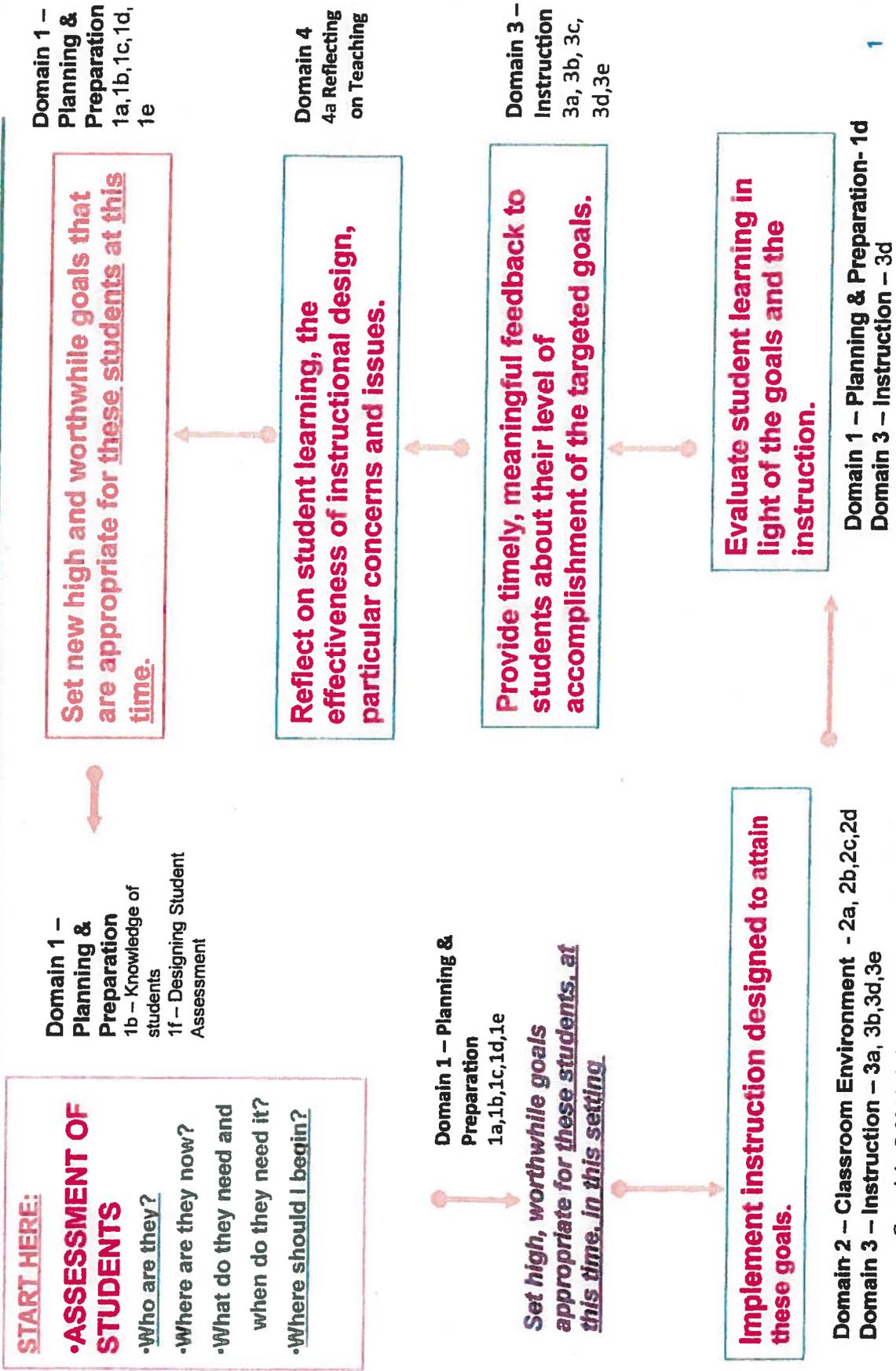
## APPENDIX

### KY FRAMEWORK FOR TEACHING ALIGNED WITH KY TEACHER STANDARDS

KY FRAMEWORK FOR TEACHING	KY TEACHER STANDARDS
1A – Knowledge of Content and Pedagogy	<p>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</p> <p>1.5 Identified and addresses students’ misconceptions of content.</p> <p>4.5 Implements and manages instruction in ways that facilitate higher order thinking.</p>
1B – Demonstrating Knowledge of Students	<p>1.2 Connects content to life experiences of students.</p> <p>2.2 Uses contextual data to design instruction relevant to students.</p> <p>3.3 Values and supports student diversity and addresses individual needs.</p> <p>4.2 Implements instruction based on diverse student needs and assessment data.</p> <p>8.1 Identifies students whose learning could be enhanced by collaboration.</p>
1C – Setting Instructional Outcomes	<p>2.1 Develops significant objectives aligned with standards.</p> <p>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</p>
1D – Demonstrating Knowledge of Resources	<p>6.1 Uses available technology to design and plan instruction.</p> <p>6.3 Integrates student use of technology into instruction.</p> <p>6.4 Uses available technology to assess and communicate student learning.</p>
1E – Designing Coherent Instruction	<p>2.4 Plans instructional strategies and activities that address learning objectives for all students.</p> <p>6.2 Uses available technology to design and plan instruction</p> <p>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</p>
1F – Designing Student Assessments	<p>2.3 Plans assessments to guide instruction and measure learning objectives.</p> <p>5.4 Describes, analyzes, and evaluates student performance data.</p>
2A – Creating an Environment of Respect and Rapport	<p>3.4 Fosters mutual respect between teacher and students and among students.</p>
2B – Establishing a Culture for Learning	<p>3.2 Establishes a positive learning environment.</p>
2C – Managing Classroom Procedures	<p>4.3 Uses time effectively.</p>
2D – Managing Student Behavior	<p>3.4 Fosters mutual respect between teacher and students and among students.</p>
2E – Organizing Physical Space	<p>3.5 Provides a safe environment for learning.</p> <p>4.4 Uses space and materials effectively.</p>
3A – Communicating with Students	<p>1.1 Communicates concepts, processes, and knowledge.</p>

	3.1 Communicates high expectations. 5.5 Communicates learning results to students and parents.
3B – Questioning and Discussion Techniques	1.4 Guides students to understand content from various perspectives.
3C – Engaging Students in Learning	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students. 8.3 Implements planned activities that enhance student learning and engage all parties.
3D – Using Assessment in Instruction	5.1 Uses pre-assessments. 5.2 Uses formative assessments. 5.3 Uses summative assessments. 5.6 Allows opportunity for student self-assessment.
3E – Demonstrating Flexibility and Responsiveness	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
4A – Reflecting on Teaching	5.4 Describes, analyzes, and evaluates student performance data. 7.2 Uses data to reflect on and evaluate instructional practice. 7.3 Uses data to reflect on and identify areas of professional growth. 9.1 Self assesses performance relative to Kentucky’s Teacher Standards.
4B – Maintaining Accurate Records	5.4 Describes, analyzes, and evaluates student performance data. 7.1 Uses data to reflect on and evaluate student learning.
4C – Communicating with Families	5.5 Communicates learning results to students and parents.
4D – Participating in a Professional Learning Community	8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
4E – Growing and Developing Professionally	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. 10.2 Develops a plan for engaging in leadership activities. 10.3 Implements a plan for engaging in leadership activities.
4F – Showing Professionalism	6.5 Demonstrates ethical and legal use of technology. 9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues. 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school. 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

# Enhanced Architecture of Accomplished Teaching



## 5 Core Propositions

Teachers  
Framework  
Domain

## Possible Prompts for Articulating Teaching Practice

- 1. Teachers are committed to students and their learning.**
- Teachers recognize individual differences in their students and adjust their practice accordingly.
  - Teachers have an understanding of how students develop and learn.
  - Teachers treat students equitably.
  - Teachers' missions extend beyond developing the cognitive capacity of their students.

1b

- Describe your students from a strength-based perspective.
- Describe the range of abilities represented in this class.
- Tell about your greatest challenges with your students and the strategies you are using to meet those challenges.
- How does what you know about how students of this age grow and develop socially, emotionally and academically influence your planning and /or instructional decisions?
- How have you used the data from multiple measures to learn about your students and inform your decision making?
- How do you learn about your students' cultural, ethnic and/or linguistic backgrounds?

- 2. Teachers know the subjects they teach and how to teach those subjects to students.**

- Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- Teachers command specialized knowledge of how to convey a subject to students.
- Teachers generate multiple pathways to knowledge.

1a, 1b  
1c, 1d

- What are the foundational skills needed for this lesson? How do you know these students are ready for this lesson?
- What do you expect students to learn as a result of this lesson or lesson series?
- What alternatives are available for students who need extra support and time to meet the instructional goals and /or for those who may have already mastered the instructional goals?
- In your planning, how do you determine groups of students who work cooperatively?
- How do you ensure fairness, equity and access for all students in this lesson or lesson series?
- How have you included important shifts in the Common Core Standards to ensure rigor in this lesson or lesson series?
- How do you ensure that all students are respected as they offer solutions to problems?
- What classroom strategies do you use for lessons that are rigorous, relevant and related to real life?
- What resources do you use most often when you plan instruction?

- 3. Teachers are responsible for managing and monitoring student learning.**

- Teachers call on multiple methods to meet their goals.
- Teachers orchestrate learning in group settings.
- Teachers place a premium on student engagement.
- Teachers regularly assess student progress.
- Teachers are mindful of their principal objectives.

1b, 1d  
1f

- How do you use multiple forms of assessment including diagnostic, formative and summative to plan instruction and inform your work?
- Explain how you clarify expectations for students by using: Exemplary student work, Rubrics, Explicit directions, Modeling and / or Student repetition of details.
- How do you provide students with timely feedback on their learning and give them opportunities for improvement? What would you expect to hear your students say or do that would be evidence that they have met the instructional goals for this lesson or lesson series?
- In what ways do you encourage students to be active participants in their own learning?
- Describe your behavior management plan for your classroom. Tell how you ensure fairness, equity and access to all students through your classroom community & rules.
- Describe the system you use for managing the daily information you collect about your students' instruction and needs.
- How is individual progress shared and/or celebrated with students?

- 4. Teachers think systematically about their practice and learn from experience.**

- Teachers are continually making difficult choices that test their judgment.
- Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

3e

- How do you work cooperatively with other teachers to be sure that your instruction is aligned with students' previous knowledge so that they can make connections for deeper understanding?
- How do you routinely reflect on your teaching practice?
- What professional development contributed to the strategies you used during the lesson?
- In retrospect, what would you do differently in this lesson or lesson series?
- How do you share your effective practices with your peers?

- 5. Teachers are members of learning communities.**

- Teachers contribute to school effectiveness by collaborating with other professionals.
- Teachers work collaboratively with parents.
- Teachers take advantage of community resources.

4a, 4c  
4d, 4e  
4f

- How do you see your role in your school as a professional learning community?
- How do you collaborate with teachers in your building and district?
- What opportunities do you have to share classroom research and successes with your colleagues?
- Describe your personal goals for professional growth.
- How do you communicate and work cooperatively with parents, counselors and others in the community and beyond to address your students' needs?