Kentucky Teacher Standards

Professional Education & Further Development

Adopted 2008

The Teacher Demonstrates Applied Content Knowledge

1.1 Communicates concepts, processes, and knowledge.

Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students. (Initial-Level Performance)

Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students. (Advanced-Level Performance)

1.2 Connects content to life experiences of student.

Effectively connects most content, procedures, and activities with relevant life experiences of students. (Initial-Level Performance)

Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas. (Advanced-Level Performance)

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.

Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning. (Initial-Level Performance)

Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students. (Advanced-Level Performance)

1.4 Guides students to understand content from various perspectives.

Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding. (Initial-Level Performance)

Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives. (Advanced-Level Performance)

1.5 Identifies and addresses students' misconceptions of content.

Identifies misconceptions related to content and addresses them during planning and instruction. (Initial-Level Performance)

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Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices. (Advanced-Level Performance)

The Teacher Designs and Plans Instruction

2.1 Develops significant objectives aligned with standards.

States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards. (Initial-Level Performance)

Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities. (Advanced-Level Performance)

2.2 Uses contextual data to design instruction relevant to students.

Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data. (Initial-Level Performance)

Plans and designs instruction that is based on significant contextual and pre-assessment data. (Advanced-Level Performance)

2.3 Plans assessments to guide instruction and measure learning objectives.

Prepares assessments that measure student performance on each objective and help guide teaching. (Initial-Level Performance)

Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results. (Advanced-Level Performance)

2.4 Plans instructional strategies and activities that address learning objectives for all students.

Aligns instructional strategies and activities with learning objectives for all students. (Initial-Level Performance)

Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives. (Advanced-Level Performance)

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Plans instructional strategies that include several levels of learning that require higher order thinking. (Initial-Level Performance)

Plans a learning sequence using strategies and activities that foster the development of higher-order thinking. (Advanced-Level Performance)

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The Teacher Creates and Maintains Learning Climate

3.1 Communicates high expectations.

Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives. (Initial-Level Performance)

Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations. (Advanced-Level Performance)

3.2 Establishes a positive learning environment.

Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students. (Initial-Level Performance)

Maintains a fair, respectful, and productive classroom environment conducive to learning. (Advanced-Level Performance)

3.3 Values and supports student diversity and addresses individual needs.

Uses a variety of strategies and methods to supports student diversity by addressing individual needs. (Initial-Level Performance)

Consistently uses appropriate and responsive instructional strategies that address the needs of all students. (Advanced-Level Performance)

3.4 Fosters mutual respect between teacher and students and among students.

Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern. (Initial-Level Performance)

Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern. (Advanced-Level Performance)

3.5 Provides a safe environment for learning.

Creates a classroom environment that is both emotionally and physically safe for all students. (Initial-Level Performance)

Maintains a classroom environment that is both emotionally and physically safe for all students. (Advanced-Level Performance)

The Teacher Implements and Manages Instruction

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives. (Initial-Level Performance)

Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives. (Advanced-Level Performance)

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Implements instruction based on diverse student needs and assessment data.

Implements instruction based on contextual information and assessment data. (Initial-Level Performance)

Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances. (Advanced-Level Performance)

4.3 Uses time effectively.

Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time. (Initial-Level Performance)

Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning. (Advanced-Level Performance)

4.4 Uses space and materials effectively.

Uses classroom space and materials effectively to facilitate student learning. (Initial-Level Performance)

Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning. (Advanced-Level Performance)

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Instruction provides opportunity to promote higher-order thinking. (Initial-Level Performance)

Consistently uses a variety of appropriate strategies to facilitate higher-order thinking. (Advanced-Level Performance)

The Teacher Assesses and Communicates Learning Results

5.1 Uses pre-assessments.

Uses a variety of pre-assessments to establish baseline knowledge and skills for all students. (Initial-Level Performance)

Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students. (Advanced-Level Performance)

5.2 Uses formative assessments.

Uses a variety of formative assessments to determine each student's progress and guide instruction. (Initial-Level Performance)

Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. (Advanced-Level Performance)

Uses summative assessments.

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Uses a variety of summative assessments to measure student achievement. (Initial-Level Performance)

Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement. (Advanced-Level Performance)

5.4 Describes, analyzes, and evaluates student performance data.

Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups. (Initial-Level Performance)

Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice. (Advanced-Level Performance)

5.5 Communicates learning results to students and parents.

Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives. (Initial-Level Performance)

Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions. (Advanced-Level Performance)

5.6 Allows opportunity for student self-assessment.

Promotes opportunities for students to engage in accurate self-assessment of learning. (Initial-Level Performance)

Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning. (Advanced-Level Performance)

The Teacher Demonstrates the Implementation of Technology

6.1 Uses available technology to design and plan instruction.

Uses technology to design and plan instruction. (Initial-Level Performance)

Uses appropriate technology to design and plan instruction that supports and extends learning of all students. (Advanced-Level Performance)

6.2 Uses available technology to implement instruction that facilitates student learning.

Uses technology to implement instruction that facilitates student learning. (Initial-Level Performance)

Designs and implements research-based, technology-infused instructional strategies to support learning of all students. (Advanced-Level Performance)

6.3 Integrates student use of available technology into instruction.

Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs. (Initial-Level Performance)

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Provides varied and authentic opportunities for all students to use appropriate technology to further their learning. (Advanced-Level Performance)

6.4 Uses available technology to assess and communicate student learning.

Uses technology to assess and communicate student learning. (Initial-Level Performance)

Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders. (Advanced-Level Performance)

6.5 Demonstrates ethical and legal use of technology.

Ensures that personal use and student use of technology are ethical and legal. (Initial-Level Performance)

Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology. (Advanced-Level Performance)

Reflects on and Evaluates Teaching and Learning

7.1 Uses data to reflect on and evaluate student learning.

Reflects on and accurately evaluates student learning using appropriate data. (Initial-Level Performance)

Uses formative and summative performance data to determine the learning needs of all students. (Advanced-Level Performance)

7.2 Uses data to reflect on and evaluate instructional practice.

Reflects on and accurately evaluates instructional practice using appropriate data. (Initial-Level Performance)

Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching. (Advanced-Level Performance)

7.3 Uses data to reflect on and identify areas for professional growth.

Identifies areas for professional growth using appropriate data. (Initial-Level Performance)

Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth. (Advanced-Level Performance)

Collaborates With Colleagues/Parents/Others

8.1 Identifies students whose learning could be enhanced by collaboration.

Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale. (Initial-Level Performance)

Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration. (Advanced-Level Performance)

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Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Designs a plan to enhance student learning that includes all parties in the collaborative effort. (Initial-Level Performance)

Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning. (Advanced-Level Performance)

8.3 Implements planned activities that enhance student learning and engage all parties.

Implements planned activities that enhance student learning and engage all parties. (Initial-Level Performance)

Explains how the collaboration to enhance student learning has been implemented. (Advanced-Level Performance)

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps. (Initial-Level Performance)

Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps. (Advanced-Level Performance)

Evaluates Teaching and Implements Professional Development

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards. (Initial-Level Performance)

Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives. (Advanced-Level Performance)

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues. (Initial-Level Performance)

Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth. (Advanced-Level Performance)

9.3 Designs a professional growth plan that addresses identified priorities.

Designs a clear, logical professional growth plan that addresses all priority areas. (Initial-Level Performance)

Designs a clear, logical professional growth plan that addresses all priority areas. (Advanced-Level Performance)

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Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning. (Initial-Level Performance)

Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning. (Advanced-Level Performance)

Provides Leadership Within School/Community/Profession

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required. (Initial-Level Performance)

Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment. (Advanced-Level Performance)

10.2 Develops a plan for engaging in leadership activities.

Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed. (Initial-Level Performance)

Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact. (Advanced-Level Performance)

10.3 Implements a plan for engaging in leadership activities.

Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed. (Initial-Level Performance)

Effectively implements the leadership work plan. (Advanced-Level Performance)

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts. (Initial-Level Performance)

Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning. (Advanced-Level Performance)