

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
<p>Planning & Preparation</p> <p>A. Demonstrating Knowledge of Content and Pedagogy</p> <ol style="list-style-type: none"> Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy <p>B. Demonstrating Knowledge of Students</p> <ol style="list-style-type: none"> Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Proficiency, and Language Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs <p>C. Selecting Instructional Outcomes</p> <ol style="list-style-type: none"> Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners <p>D. Demonstrating Knowledge of Resources</p> <ol style="list-style-type: none"> Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy <p>E. Designing Coherent Instruction</p> <ol style="list-style-type: none"> Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure <p>F. Designing Student Assessment</p> <ol style="list-style-type: none"> Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments Use for Planning 	<p>Classroom Environment</p> <p>A. Creating an Environment of Respect and Rapport</p> <ol style="list-style-type: none"> Teacher Interaction with Students Student Interactions with One Another <p>B. Establishing a Culture for Learning</p> <ol style="list-style-type: none"> Importance of the Content Expectations for Learning and Achievement Student Pride in Work <p>C. Managing Classroom Procedures</p> <ol style="list-style-type: none"> Management of Instructional Groups Management of Transitions Management of Materials and Supplies Performance of Non-Instructional Duties Supervision of Volunteers and Paraprofessionals <p>D. Managing Student Behavior</p> <ol style="list-style-type: none"> Expectations Monitoring of Student Behavior Response to Student Misbehavior <p>E. Organizing Physical Space</p> <ol style="list-style-type: none"> Safety and Accessibility Arrangement of Furniture and Use of Physical Resources 	<p>Instruction</p> <p>A. Communicating with Students</p> <ol style="list-style-type: none"> Expectations for Learning Directions and Procedures Explanation of Content Use of Oral and Written Language <p>B. Using Questioning and Discussion Techniques</p> <ol style="list-style-type: none"> Quality of Questions Discussion Techniques Student Participation <p>C. Engaging Students in Learning</p> <ol style="list-style-type: none"> Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing <p>D. Using Assessment in Instruction</p> <ol style="list-style-type: none"> Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress <p>E. Demonstrating Flexibility and Responsiveness</p> <ol style="list-style-type: none"> Lesson Adjustment Response to Students Persistence 	<p>Professional Responsibilities</p> <p>A. Reflecting on Teaching</p> <ol style="list-style-type: none"> Accuracy Use in Future Teaching <p>B. Maintaining Accurate Records of Student Completion of Assignments</p> <ol style="list-style-type: none"> Student Progress in Learning Non-Instructional Records <p>C. Communicating with Families</p> <ol style="list-style-type: none"> Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program <p>D. Participating in a Professional Community</p> <ol style="list-style-type: none"> Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects <p>E. Growing and Developing Professionally</p> <ol style="list-style-type: none"> Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession <p>F. Demonstrating Professionalism</p> <ol style="list-style-type: none"> Integrity and Ethical Conduct Service to Students Advocacy Decision Making Compliance with School and District Regulations 	<p>Student Growth</p> <ol style="list-style-type: none"> Student Growth Results Student Growth Goal Set Rigorous Student Growth Process Student Growth Percent

2A - Creating an Environment of Respect and Rapport	An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the classroom. In a respectful environment, all students feel valued and safe.		
<ul style="list-style-type: none"> Teacher interaction with Students Student Interactions with One Another 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<ul style="list-style-type: none"> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring and sensitivity to students as individuals. Students exhibit respect for the teacher, contribute to high levels of civil interaction between all members of the class. The result of interactions is that of connection with students as individuals.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes superficial connections with individual students. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.
<p>Possible Examples</p>	<ul style="list-style-type: none"> A student stumps in his/her chair following a comment by the teacher. Students roll their eyes at a classmate's idea; the teacher does not respond. Many students talk when the teacher and other students are talking; the teacher does not correct them. Some students refuse to work with other students. Teacher does not call students by their names. 	<ul style="list-style-type: none"> Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. A few students do not engage with others in the classroom, even when put together in small groups. Students applaud halfheartedly following a classmate's presentation to the class. Teacher says: "Don't talk that way to your classmates," but student shrugs his/her shoulders. 	<ul style="list-style-type: none"> Teacher greets students by name as they enter the class or during the lesson. The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk. Students attend fully to what the teacher is saying. Students wait for classmates to finish speaking before beginning to talk. Students applaud politely following a classmate's presentation to the class.



Kentucky Student Voice



Teachers Provide:

Support through rigorous instruction

Transparency through effective communication styles

Understanding through appropriate and varied assessments

Discipline through respectful classroom culture

Engagement through innovative instruction

Nurturing through attentive observation

Trust through teamwork



Kentucky Student Voice Survey Questions

Grades 6-12



(Response options: totally untrue; mostly untrue; somewhat; mostly true; totally true)

Support:

1. In this class, we learn a lot almost every day.
2. In this class, we learn to correct our mistakes.
3. My teacher doesn't let people give up when the work gets hard.
4. In this class, my teacher accepts nothing less than our full effort.

Transparency:

5. My teacher explains difficult things clearly.
6. My teacher has several good ways to explain each topic that we cover in this class.
7. If you don't understand something, my teacher explains it another way.
8. My teacher knows when the class understands and when we do not.

Understand:

9. My teacher checks to make sure we understand what s/he is teaching us.
10. The comments that I get on my work in this class help me understand how to improve.
11. We get helpful comments to let us know what we did wrong on assignments.

Discipline:

12. Students in this class treat the teacher with respect.
13. The students in this class behave the way my teacher wants them to.
14. Our class stays busy and does not waste time.
15. Student behavior in this class is under control.

Engage:

16. I like the ways we learn in this class.
17. My teacher makes lessons interesting.
18. My teacher makes learning enjoyable.

Nurture:

19. My teacher in this class makes me feel that s/he really cares about me.
20. My teacher really tries to understand how students feel about things.
21. My teacher seems to know if something is bothering me.

Trust:

22. My teacher respects my ideas and suggestions.
23. My teacher wants us to share our thoughts.
24. Students speak up and share their ideas about class work.
25. My teacher gives us time to explain our ideas.

Sample Professional Growth Goals

Each goal and action plan together should answer the following questions. The goal samples that follow include reference to the actions to be taken in order to meet the goal.

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1. What do I want to change about my practice that will effectively impact student learning?
 2. How can I develop a plan of action to address my professional learning?
 3. How will I know if I accomplished my objective?

<p style="text-align: center;"><u>Any content area – student engagement</u></p> <p>For the 2012 – 13 school year, I will improve my ability to engage students in their learning by attending and implementing Rigor and Relevance training, researching and implementing strategies for engaging students in rigorous learning, and refining my use of student involved formative assessment practices. These will be measured through pre and post assessments, student work samples, interim assessments, peer and principal observations and conferences, and self-reflection.</p>	<p style="text-align: center;">Any Content area – learning styles</p> <p>During the 2012-2013 school year, I will increase student engagement by using a learning styles inventory with every student and designing lessons that address the different styles within my class. I will research teaching strategies to engage the different learning styles and study <i>So Each May Learn</i> by Silver. Measures of success will include student work products, observation, and student and teacher self-reflection.</p>
<p style="text-align: center;">Science</p> <p>For the 2012 – 2013 school year, I will improve writing instruction in my science classroom by implementing and reflecting on strategies learned during a summer writing workshop for teachers. I'll incorporate writing strategies for describing observations, explaining scientific phenomena, explain cause & effect occurrences, and drawing conclusions from experiments. Indicators of success will be student work samples, analysis of student's writing products, and self-reflection.</p>	<p style="text-align: center;">Any content area – formative assessment</p> <p>During this school year, I will study Classroom Assessment for Student Learning, by Rick Stiggins, and embed formative assessment practices in my daily instruction. Indicators of success will include classroom observation, self-reflection, analysis of student assessment data, and observable student engagement.</p>
<p style="text-align: center;">Reading in any content area</p> <p>During the school year, I will learn to integrate literacy strategies in my instruction. I will implement learning from a literacy workshop and from reading professional literature. Measures of success will include results from analysis of student work samples, self-reflection, student surveys, and observation.</p>	<p style="text-align: center;">Any content area - questioning *</p> <p>During the school year, I will improve my questioning techniques to engage students in higher level critical thinking and problem solving. I will implement learning from study of Thinking Strategies. Growth will be evidenced through lesson plans, observation, self-reflection, and student work samples.</p>