

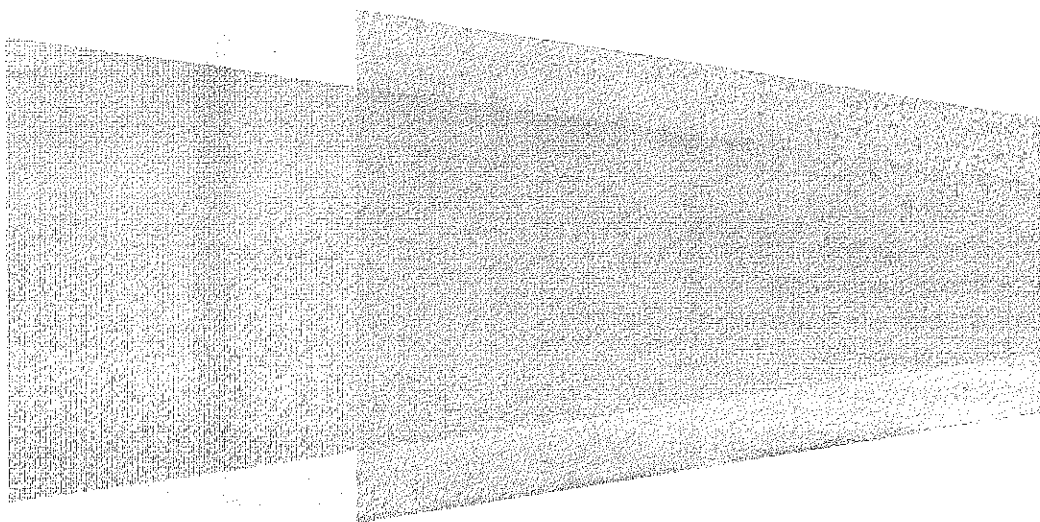
Kentucky Department of Education

Teacher Effectiveness Framework

The Teacher and Principal Effectiveness Frameworks organize the multiple measures which comprise Kentucky's proposed Professional Growth and Evaluation System. They are designed to support student achievement and professional best-practice through the domains of *Instruction, Learning Climate, Leadership and Professionalism, and Student Growth*.

The Kentucky Teaching Standards and Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning are the foundational documents for the Teacher Effectiveness Framework. The Interstate Leadership Licensure Consortium (ISLLC) Standards and the Continuum for Principal Preparation and Development are the foundational documents for the Principal Effectiveness Framework. Both frameworks provide structure and feedback for continuous improvement through individual goals that target student and professional growth, along with school improvement. Teacher and principal performance will be rated according to four performance levels (ineffective, developing, accomplished, and exemplary) for each standard.

The final performance rating will be a holistic reflection of combined performance across each domain.



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DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning. (1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 4.1, 4.5)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Formal and informal observations• Lesson and/or unit plans• Student work samples	<ul style="list-style-type: none">• Teaches content knowledge through research-based practices and strategies that ensure student understanding.• Provides opportunities for students to develop connections between academic content and students' lives.• Diagnoses misconceptions related to content and addresses them during or after instruction.• Integrates questioning techniques that help students understand content across all thinking and reasoning levels.• Integrates research-based strategies into instructions.• Addresses the diverse learning needs of each student through appropriate level of content knowledge.• Provides instruction to help students develop literacy knowledge and skills across the curriculum.• Uses research to inform instructional strategies.• Provides instruction to help students develop the academic vocabulary required for understanding in content area(s).	<ul style="list-style-type: none">• Uses literacy strategies as a part of instruction.• Demonstrates content knowledge.• Teaches content vocabulary.• Relies on routine methods of instruction to engage students.	<ul style="list-style-type: none">• Does not demonstrate the use of research-based practices in instruction.• Does not use content vocabulary in instruction.• Does not use literacy strategies as part of instruction.• Fails to demonstrate content knowledge.• Does not engage students in content-based learning activities.• Does not demonstrate content knowledge during instruction.

- Teaches content knowledge through a variety of activities.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

- Uses various methods (e.g., discovery, investigative, and inquiry learning) to engage and challenge all students' development of 21st century skills: critical thinking and problem-solving, creative and innovative thinking, collaboration and communication, skills for developing media literacy.
- Demonstrates a rich repertoire of practices, strategies, resources, and technologies that meet the needs of diverse learners.
- Challenges student to think deeply about problems and engages students in a variety of problem-solving approaches.

COMMENTS: (Provide brief comments to support the holistic recommendation.)

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets. (2.2, 2.3, 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.4, 7.1, 7.2)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Formal and informal observations• Lesson and/or unit plans• Student work samples• Pre- and post-tests• Common assessments• Results of data analysis• Formative and summative assessments• Conferences with students• Goal setting documents• Spreadsheets• Learning logs	<ul style="list-style-type: none">• Evaluates evidence of student growth to demonstrate continuous differentiation of instruction that is informed by formative assessment.• Develops and uses formative assessments to determine student progress, guide instruction, and provide descriptive feedback to students.• Develops and uses summative data to determine student mastery of content.• Develops and uses summative assessments to determine student mastery of content.• Uses formative and summative assessments to measure student performance.• Uses pre-assessments to establish baseline knowledge and skills.	<ul style="list-style-type: none">• Uses assessment data primarily for grading purposes.• Uses a singular measure of student growth.	<ul style="list-style-type: none">• Does not provide opportunities for student involvement in the assessment of their own learning.• Fails to provide opportunities for student involvement in the assessment of their own learning.• Fails to use questions to measure student understanding.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

- Designs and uses authentic performance-based assessments that promote higher-order thinking skills and curricular integration.
- Develops and uses formative and summative assessments to determine student progress, guide instruction, and provide specific feedback to students.
- Uses a variety of pre-assessments to establish baseline content knowledge and skills for the purpose of differentiating classroom instruction.

COMMENTS: (Provide brief comments to support the holistic recommendation.)

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state, and local standards. (2.1, 2.4)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Lesson and/or unit plans• Formal and informal observations, student work samples• Formative and summative assessments• Teacher reflection and self-assessment• Posted learning targets• Student voice	<ul style="list-style-type: none">• Involves students in the process of developing and/or deconstructing student-friendly learning targets.• Develops challenging and appropriate learning targets based on the needs of all diverse learners.• Develops student-friendly learning targets or guiding questions that lead to mastery of national, state, and local standards.• Communicates aligned, student-friendly learning targets or guiding questions throughout all phases of the lesson.• Communicates aligned, student-friendly learning targets or guiding questions throughout all phases of the lesson.• Develops student-friendly learning targets or guiding questions that relate content in a manner that is meaningful and relevant to learners.• Implements a learning sequence using instructional strategies that relate to learning targets.• Develops learning targets or guiding questions that are related to national, state, and local standards.	<ul style="list-style-type: none">• Develops learning targets based on general needs of students.	<ul style="list-style-type: none">• Does not develop learning targets or guiding questions aligned with the national, state, and local standards.• Fails to develop learning targets or guiding questions aligned with the national, state, and local standards.• Does not use learning targets that meets the needs of diverse learners.• Does not include learning targets in lesson plans.• Does not communicate learning targets or guiding questions.• Fails to communicate learning targets or guiding questions.

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| | <ul style="list-style-type: none">• Uses state and national standards to support instructional strategies for all students.• Communicates learning targets or guiding questions on lesson plan or for student view. | | |
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EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs. (2.1, 2.3, 2.5, 3.3, 4.1, 4.2)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Formal and informal observations• Lesson and/or unit plans• Student work samples• Pre- and post-tests• Common assessments• Benchmark assessment• Results of data analysis• Formative and summative assessments• Conferences with students• Learning logs• Resources for instruction	<ul style="list-style-type: none">• Uses assessment data to adapt instruction and address individual student learning needs through intervention and/or enrichment.• Designs engaging instructional plans based on multiple sources of student performance data and student interests.• Delivers differentiated instruction based on identified developmental levels, student interests, and learning styles.• Implements engaging instructional plans based on multiple sources of student performance data and student interests.• Adapts pacing of instructional plans based on multiple sources of data and student learning needs.• Adapts pacing of instruction based on multiple sources of data and student learning needs.• Differentiates within the instructional plan to address students' diverse learning needs.• Designs instructional plans based on multiple sources of data.	<ul style="list-style-type: none">• Attempts to differentiate instruction to address students' diverse learning needs.• Implements an instructional plan based only on standards and/or learning targets.• Implements instructional plans that do not match student learning needs.	<ul style="list-style-type: none">• Designs learning experiences poorly aligned to student learning needs.• Does not address developmental and differentiated learning needs of students within the instructional plan.• Does not use appropriate data to inform planning or instruction.• Fails to address developmental and differentiated learning needs of students.• Does not analyze student work and performance data to inform instruction.• Does not design instructional plans aligned to student learning needs.• Does not use data to inform design and/or implementation of the instructional plan.• Does not implement instructional plans aligned to student learning needs.

- Adapts pacing during instruction in the implementation of instructional plans.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

- Designs instructional plans that allow for fluid grouping and re-grouping of students based on individual, group, and whole-class learning needs.
- Designs standard-based instructional plans based on multiple sources of student data, interests, background, and cultural knowledge.
- Implements standard-based instructional plans based on multiple sources of student performance data, interests, background, and cultural knowledge.
- Ensures student involvement in the design, review, and modifications to data-driven instructional practice.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences. (6.1, 6.2, 6.3, 6.5)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Formal and informal observations• Lesson and/or unit plans• Teacher-sponsored clubs• Resources for instruction• Teacher schedules• Student productions (e.g., digital photography, videos, podcasts)• Teacher and student web pages	<ul style="list-style-type: none">• Integrates varied and authentic opportunities for all students to use appropriate, available technology to further learning.• Implements research-based, technology-infused instructional strategies to support learning of all students.• Uses technology to equalize learning opportunities for students with diverse learning needs.• Models and reinforces ethical uses and applications of technology information and communication.• Uses appropriate technology to design instruction that supports and extends learning of all students.• Incorporates technology into the design and implementation of instructional plans based on student learning needs.• Uses technologies to design instruction that supports and extends learning of all students.• Models and reinforces appropriate and ethical use of information and communication of technology.• Uses technology to address diverse learning needs of students.	<ul style="list-style-type: none">• Uses technology to design instruction.• Uses technology for managerial, communication, and procedural tasks.• Uses technology for acquisition of skills such as word processing and keyboarding.• Uses technology for acquisition of skills such as word processing and keyboarding only.	<ul style="list-style-type: none">• Uses technology and/or technology resources in ways that do not support instructional goals.• Does not use technology to support the diverse learning needs of all students.• Does not use available technology to assist in the assessment of student learning.• Does not demonstrate the use of technology in the implementation of the instructional plan.• Fails to use available technology to assist in the assessment of student learning.• Does not use technology for planning or instruction.• Fails to use technology for planning or instruction.• Does not adhere to acceptable use policies for technology.

- Demonstrates ethical use of technology.
- Uses technology to implement instruction that facilitates learning.
- Uses technology during instruction to engage students.
- Demonstrates the use of technology in the implementation of the instructional plan.
- Uses available technology to assess student learning and manage data.
- Demonstrates use of technology within the design of the instructional plan.
- Uses technology to develop and design instruction.
- Uses technology during instruction to enhance content delivery.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

- Provides students with choices for appropriate and meaningful use of technology to facilitate and extend their learning in new and engaging ways.
- Designs and implements instructional plans that incorporate technologies that make connections for students to community, society, and global events.
- Designs and/or uses tools which empower students to use technology to assess and monitor their own learning.
- Designs tools which empower students to use technology to assess and monitor their own learning.
- Uses technology to extend the classroom environment for student to create a global learning community.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Learning Climate

Teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>2.1 Establishes a positive, respectful, and safe learning environment where individual needs and risk taking are valued. (3.2, 3.3, 3.4, 3.5, 4.2)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Office referral data• Student feedback/surveys, individual behavior plans• Teacher classroom management plans and procedures• Formal and informal observations• Observation of classroom space	<ul style="list-style-type: none">• Proactively involves all students in establishing clear standards of conduct which are aligned with school and district policy.• Creates a learning environment in which students are motivated to take risks and learn from mistakes.• Demonstrates awareness of and sensitivity to students' backgrounds, ethnicities, cultures, skills, interests, and special needs.• Creates a classroom environment that fosters a love of learning and creativity.• Maintains a fair, respectful, safe, and productive classroom environment conducive to learning and the emotional well-being of all students.• Models and shares strategies for a physically and emotionally safe learning environment.• Models and shares strategies for a respectful learning environment.• Models tolerance of all students, including using language that is respectful.• Creates a culture that celebrates student successes and accomplishments.	<ul style="list-style-type: none">• Encourages students to treat others with respect.	<ul style="list-style-type: none">• Does not design a classroom that encourages student interaction.• Allows interactions that are inappropriate or insensitive among students (e.g., sarcasm, put-downs, or conflict).• Permits students to use language that is disrespectful of other students and groups.• Does not respond to bullying in the classroom or school.• Does not establish and teach classroom routines and procedures.• Does not report or take steps to correct unsafe or unhealthy conditions observed at school or in the classroom.• Criticizes students for expressing diverse ideas.• Does not report suspected child abuse or neglect.• Uses language that is disrespectful of students and groups.• Engages in interactions that are inappropriate or insensitive to students (e.g., sarcasm, put-downs, or conflict).

- Maintains a classroom environment that promotes the emotional well-being of all students.
- Promotes acceptance of diverse cultures.
- Establishes standards of conduct which support mutual respect and promote safety.
- Responds appropriately to safety concerns, including bullying.
- Maintains a classroom environment where students are encouraged to learn from each other.
- Accepts a variety of student ideas or expressions of cultural diversity.
- Maintains a classroom environment that promotes the learning of each student.
- Treats each student with respect.
- Treats each student with respect.
- Requires students to treat each other with respect in the classroom and school.
- Establishes standards of conduct which support mutual respect.
- Maintains a classroom environment that is conducive to learning.
- Demands all students treat others with respect.
- Designs a classroom that encourages student interaction.

- Adequately supervises students at all times.
- Establishes standards of conduct which promote safety.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

- Builds a sense of anticipation and excitement for learning to keep students focused and motivated for the learning process by providing a classroom environment that is emotionally and physically safe for all students.
- Creates a classroom environment in which students lead the learning.
- Creates a culture that embeds and celebrates student successes and accomplishments in the classroom.
- Empowers students to contribute to the effective design of classroom routines and procedures.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Learning Climate

Teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>2.2 Communicates high expectations for all students. (3.1, 3.2, 5.5)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Lesson plans• Teacher correspondence• Class newsletters• Communication logs• Referral data• Attendance data• Formal and informal observations• Growth plan• Conferences• Correspondence to and from parents• Celebrations• Surveys (parent, students)• Photographs• Goal setting• Student data notebooks	<ul style="list-style-type: none">• Communicates confidence in students' ability to achieve behavioral and learning expectations.• Clearly communicates expectations for achievement for all students to students and parents.• Clearly communicates expectations for behavior for all students to students and parents.• Communicates confidence in students' ability to achieve learning expectations.• Communicates confidence in students' ability to achieve behavioral expectations.• Sets clear expectations for achievement for all students.• Sets clear expectations for student achievement and behavior.• Sets clear expectations for behavior for all students.		<ul style="list-style-type: none">• Does not clearly communicate high expectations to students or parents, via technological or traditional means.• Does not create a classroom environment that conveys high expectations for behavior.• Does not create a classroom environment that conveys high expectations for student learning.• Fails to create a classroom environment that conveys high expectations for student learning.• Does not set high expectations for behavior.• Does not set high expectations for learning.• Does not create a classroom environment that conveys high expectations for learning.• Does not set behavioral or learning expectations for students.• Fails to set behavioral or learning expectations for students.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

- Creates a culture in which all students hold themselves to high standards of performance.
- Creates a classroom culture characterized by clear, shared, and challenging expectations for each student.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Learning Climate

Teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students. (4.3, 4.4)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Informal and formal observations, classroom layout• Walkthrough data• Lesson plans• Classroom bell work• Classroom procedures• Resource requests• Schedule	<ul style="list-style-type: none">• Uses space (i.e., seating arrangement, learning centers) creatively to facilitate authentic student learning.• Maximizes the use of instructional and transitional time.• Plans time and uses resources to address the social and emotional development of all students.• Accesses a variety of resources to optimize learning for each student.• Maximizes transitional time.• Maximizes instructional time.• Provides students with access to multicultural texts or resources.• Uses classroom space and materials effectively and efficiently.• Uses available resources to support student learning.• Uses classroom space and materials effectively.• Uses available resources to assess student learning.• Manages transitional and instructional time.		<ul style="list-style-type: none">• Allows transitions to detract from instruction.• Uses materials, resources, and activities that do not support instructional goals.• Fails to effectively use instructional time.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

- Extends time, space, and resources beyond the classroom where appropriate (e.g., grants, community projects and service, community partnerships, mentors).
- Uses space and resources creatively to provide authentic student learning experiences.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Leadership and Professionalism

Teacher provides professional leadership within the classroom, school, and community; takes responsibility for professional growth and student academic success; and works collaboratively through professional learning experiences in the pursuit of professional excellence.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>3.1 Engages in professional and leadership activities that enhance personal growth, student learning, and the professional environment of the school. (10.1, 10.4)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Professional development log• Committee minutes• Growth plan• Professional development, workshops, or conference presentations• Agendas and meeting minutes• Attendance records, sign-in sheets• Anecdotal records• CSIP• Student assessment data• Awards and recognitions• Media• School-based Decision Making (SBDM) committees	<ul style="list-style-type: none">• Mentors and facilitates professional growth of colleagues.• Engages in professional learning opportunities that enhance classroom and school initiatives (e.g., PLCs [professional learning communities], grade-level teams, departments, SBDM committees).• Models assessment strategies for colleagues (e.g., leading professional development, instructional rounds, peer observations).• Engages in professional leadership opportunities that enhance classroom and school initiatives (e.g., PLCs, grade-level teams, departments, SBDM committees).• Leads professional learning activities that enhance classroom or school initiatives.• Demonstrates professional responsibility consistently (e.g., attendance, punctuality, dress, interactions, reporting, communications).• Reflects on personal leadership efforts to evaluate effectiveness in relation to student development and learning.• Implements professional	<ul style="list-style-type: none">• Attends professional learning opportunities.	<ul style="list-style-type: none">• Fails to seek leadership opportunities.• Fails to demonstrate professional responsibility (e.g., attendance, punctuality, dress, interactions, reporting, communications).• Fails to adhere to the Code of Ethics.

- leadership activities that address learning needs of the diverse student population.
- Actively engages in professional learning opportunities that enhance classroom or school initiatives.
 - Reflects on personal leadership efforts to evaluate effectiveness in relation to student learning.
 - Assists in leadership roles within the school that supports student and/or professional learning.
 - Participates in leadership roles within the school that support student and/or professional learning.
 - Demonstrates professional responsibility (e.g., attendance, punctuality, dress, interactions, reporting, communications).
 - Engages in professional leadership opportunities that support classroom initiatives.
 - Adheres to the Code of Ethics.
 - Participates on leadership teams or committees.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

- Achieves additional certifications that are used to enhance and support student, school, and/or district success (e.g., NBCT [National Board Certified Teacher], content specialist, graduate studies).
- Builds peer capacity to design and implement data-informed, differentiated instructional plans through formal mentoring and modeling (e.g., leading professional development, peer observations, instructional coaching).
- Builds pedagogical capacity of colleagues through formal mentoring and modeling (e.g., leading professional development, peer observations, instructional coaching).
- Extends content knowledge of colleagues through formal mentoring and modeling (e.g., leading professional development, instructional rounds, peer observations).

- Participates in leadership roles beyond the school (e.g., professional organizations, district teams, state committees, community groups) that support student or professional learning.
- Builds technological capacity of colleagues through formal mentoring and modeling (e.g., leading professional development, peer observations, coaching).
- Represents the profession, district, and school through presentations at professional conferences, engagement in professional agencies and boards, etc.
- Models strategies to improve student performance, based on assessment data, to appropriate stakeholder groups (e.g., peer training, strategy nights for parents, student-led conferences).
- Acquires additional expertise to facilitate professional growth of colleagues to meet needs for student/school/district-wide change.
- Mentors and models for colleagues to build technological capacity.
- Takes a leadership role in team and/or departmental decision making and works to build consensus based on data, student learning needs, and improved professional practice.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Leadership and Professionalism

Teacher provides professional leadership within the classroom, school, and community; takes responsibility for professional growth and student academic success; and works collaboratively through professional learning experiences in the pursuit of professional excellence.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>3.2 Designs, implements, and revises a professional growth plan that addresses data-informed priorities and results in improving instruction and learning. (7.3, 9.1, 9.2, 9.3, 9.4, 10.2, 10.3, 10.4)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Professional growth plan• School improvement plan• Professional development attendance• Observation• Formative and summative data• Reflections	<ul style="list-style-type: none">• Identifies priority needs for professional growth to foster a culturally responsive classroom that promotes positive student social and emotional development.• Collaborates with administrator to develop a professional growth plan, which is anchored in improved student learning and reflects personal and school priority needs.• Identifies priority needs for professional growth by reflecting on the analysis of student performance data and instructional practices.• Identifies priority needs for professional growth by reflecting on student performance data and instructional practices.• Designs a growth plan that addresses personal priority needs based on accurate self-assessment.• Collaborates with administrator to review and revise growth plan based on student performance and other applicable evidences.• Implements and monitors impact of professional growth plan.	<ul style="list-style-type: none">• Identifies priority needs for professional growth.• Reviews professional growth plan annually.	<ul style="list-style-type: none">• Fails to accurately use self-assessment and/or data to identify priority needs.• Fails to implement growth plan.• Fails to develop growth plan.

- Implements professional growth plan.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

- Gathers, analyzes, summarizes, and takes action based on evidence (e.g., peer observations, action research, examinations of teacher and student products, and feedback from colleagues and other professionals) about the quality of his/her professional practice.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Leadership and Professionalism

Teacher provides professional leadership within the classroom, school, and community; takes responsibility for professional growth and student academic success; and works collaboratively through professional learning experiences in the pursuit of professional excellence.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>3.3 Collaborates with colleagues, parents, and others to enhance student learning. (8.1, 8.2, 8.3, 8.4)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Individual education plan (IEP)/individual learning plan (ILP)• Intervention plans• Gifted service plans• Meeting minutes• Master schedule• Formal and informal data• Agendas• English Language Learner district plans• Communication logs• Resource requests• Program service plan (PSP)• Formal data• Informal data	<ul style="list-style-type: none">• Engages parents in ways that they can become active in helping their student progress to the next level of achievement.• Collaborates with other school/district/community partners to enhance student/school success.• Analyzes research studies with colleagues to address student or school needs.• Collaborates with peers across disciplines to develop integrated, student-friendly learning targets.• Regularly integrates parents' and others' expertise to meet student needs.• Communicates with parents, community members, and other stakeholders as resources in an effort to meet school or classroom needs.• Reaches out to parents or others in positive, non-traditional ways.• Uses available networking applications to communicate with students and parents to enhance student learning and curricular outcomes.		<ul style="list-style-type: none">• Provides little or no information to parents.• Provides little or no information to parents or responds insensitively to parent concerns about student progress.• Does not collaborate with school leaders to establish student growth goals.• Fails to collaborate with colleagues, parents, and others.• Does not respond to parent concerns about student progress.

- Collaborates with colleagues, parents, and others in an effort to meet the needs of all students.
- Collaborates with parents in an effort to support student and school success.
- Communicates to parents the achievement of expectations, either through technological or traditional means.
- Enhances professional growth by collaborating with colleagues.
- Regularly communicates results to appropriate stakeholders.
- Communicates to parents the evidence of student performance, via technological or traditional means.
- Collaborates with colleagues in an effort to meet the needs of students.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

- Collaborates with peers to design and implement instructional plans that are data-informed and address students' diverse learning needs through mentoring and modeling.
- Works with higher education partners to facilitate growth of schools and students in the region.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Student Growth

Teacher contributes to student academic growth and overall school success.

STANDARD:	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>4.1 Contributes to overall school success and the academic growth of all students, regardless of demographics (e.g., socioeconomic status, ethnicity, gender, disability, prior achievement).</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Formative assessment results• Summative assessment results• Student work analysis• Program reviews• Interim benchmark assessments• Data disaggregation matrix• Gap goals and progress documentation• IEPs, ILPs, PSPs, GSPs• College readiness• Graduation rates• Student growth percentiles• Dropout rates• End-of-course exams• Student performance• State assessment• NRTs	<ul style="list-style-type: none">• Creates a sense of shared ownership of the overall school's success and promotes a culture of collaboration.• Multiple measures validate a sustained pattern of goal attainment in student performance, growth, or closing of achievement gaps.• Develops and implements school programs or initiatives, based on student growth data that contribute to overall school success.• Monitors multiple measures of student growth or achievement to assess and validate adequate progress towards goals.• Multiple measures validate a reduction in collaboratively established classroom student achievement gap goals.	<ul style="list-style-type: none">• Multiple measures indicate student growth but growth does not meet the collaboratively established school goals or student learning objectives.• Multiple measures indicate progress towards reducing student achievement gaps, but falls short of collaboratively established goal.	<ul style="list-style-type: none">• Fails to indicate a pattern of reducing achievement gaps.• Demonstrates no student growth and/or failed student achievement over the course of an academic year.• Demonstrates a pattern of no student growth and/or failed student achievement.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

- Multiple measures validate student academic growth or achievement that meets or exceeds the collaboratively established school goals or student learning objectives.

COMMENTS: (Provide brief comments to support the holistic recommendation)

SUMMATIVE EVALUATION FORMAT

<u>INSTRUCTION</u>	<u>LEARNING CLIMATE</u>	<u>LEADERSHIP AND PROFESSIONALISM</u>	<u>STUDENT GROWTH</u>
<i>1.1 Research-based Practices</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<i>2.1 Safe Learning Environment</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<i>3.1 Leadership Activities</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<i>4.1 Student Growth</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE
<i>1.2 Assessment of Learning</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<i>2.2 High Expectations</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<i>3.2 Professional Growth Plan</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
<i>1.3 Student-friendly Learning Targets</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<i>2.3 Effective Use of Resources</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<i>3.3 Professional Collaboration</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
<i>1.4 Data-informed Planning</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE			
<i>1.5 Technology Integration</i> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE			
<u>OVERALL: INSTRUCTION</u> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<u>OVERALL: LEARNING CLIMATE</u> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<u>OVERALL: LEADERSHIP AND PROFESSIONALISM</u> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<u>OVERALL: STUDENT GROWTH</u> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE

- I agree with the above evaluation.
 I disagree with the above evaluation for the following reasons:

EVALUATEE COMMENTS:

_____ Evaluatee Signature* _____ Date _____ Evaluator Signature _____ Date

*Does not denote agreement with evaluation, only that evaluation results have been shared with the evaluatee.

RESEARCH BASE FOR TEACHER EFFECTIVENESS FRAMEWORK

INSTRUCTION DOMAIN:

1.1 Research-based Practices

- Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. *Educational Leadership*, 41(8), 4-17.
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- Bain, H. P., & Jacobs, R. (1990). The case for smaller classes and better teachers. *Streamlined Seminar: National Association of Elementary Principals*, 9(1).
- Brookhart, S. M., & Loadman, W. E. (1992). Teacher assessment and validity: What do we want to know? *Journal of Personnel Evaluation in Education*, 5, 347-357.
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- Bian, H. P., & Jacobs, R. (1990). The case for smaller classes and better teachers. *Streamlined Seminar: National Association of Elementary School Principals, 9*(1).
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LEADERSHIP AND PROFESSIONALISM DOMAIN:

3.1 Leadership Activities

- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Fullan, M. G. (1993). Why teachers must become change agents. *Educational Leadership*, 50(6), 12-17.
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3.2 Professional Growth Plans

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4.1 Student Growth

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