Teacher Professional Growth and Effectiveness Framework

Draft 4.0

The Teacher Professional Growth and Effectiveness Framework organizes the multiple measures that comprise Kentucky's proposed Professional Growth and Effectiveness System. This framework is 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, Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for the development of this framework. The Teacher Professional Growth and Effectiveness Framework provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each standard according to four performance levels: Exemplary (4), Accomplished (3), Developing (2) and Ineffective (1). The final performance rating will be a holistic reflection of combined performance across each domain.

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Teacher Professional Growth and Effectiveness Framework [1]

Teacher Professional Growth and Effectiveness Framework Overview: Domains, Standards, Measures, and Instrumentation

FRAMEWORK	DOMAIN	INSTRUCTION					LEARNING CLIMATE			LEADERSHIP & PROFESSIONALISM			STUDENT GROWTH
	STANDARD	1.1 Content/ Best Practice	1.2 Assessment	1.3 Learning Targets	1.4 Planning	1.5 Technology	2.1 Climate	2.2 Expectations	2.3 Equitable Resources	3.1 Leadership	3.2 Growth Plan	3.3 Collaboration	4.1 Academic Growth
MULTIPLE MEASURES (supported by artifacts and evidence)	OBSERVATION	Observation Protocols (Danielson Observation Tool)											
	STUDENT GROWTH									Local Goal Setting, Professional Growth Plan			LEA Component: Local Goal Setting SEA Component: State Achievement Assessments
	STUDENT VOICE	TRIPOD (Student Survey)					TRIPOD (Student Survey)				TRIPOD		
	PARENT VOICE	To Be Determined					To Be Determined				TBD		
	PROFESSIONAL GROWTH	Professional Growth Plan Instrument											
	SELF REFLECTION	Teacher Self-Reflection Instrument											

Teacher Professional Growth and Effectiveness Framework [1]

PEER OBSERVATION	Observation Protocols (Peer Observation Instrument)				
Domain: Instruction	The teacher demonstrates an 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):	**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)**				
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Uses literacy strategies as a part of instruction • Demonstrates content knowledge • Teaches content vocabulary • Relies on routine methods of instruction to engage students • Teaches content knowledge through a variety of activities • Provides instruction to help students develop literacy knowledge and skills across the curriculum • Addresses the diverse learning needs of each student through appropriate level of content knowledge • Integrates questioning techniques that help students understand content across all thinking and reasoning levels • Diagnoses misconceptions related to content and addresses them during or after instruction • Provides opportunities for students to develop connections between academic content and students' lives • Teaches content knowledge through research-based practices and strategies that ensure student understanding				
Sample Ineffective Descriptors[3]:	• 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 • Does not demonstrate content knowledge • Does not engage students in content-based learning activities				
Sample Exemplary Descriptors[4]:	• Uses various methods (e.g., discovery, investigative, and inquiry learning) to engage and challenge all students' development of 21st century skills (critical thinking, problem-solving, creative and innovative thinking, collaboration, communication, media literacy) • Demonstrates a rich repertoire of practices, strategies, resources, and technologies that meet the needs of diverse learners • Challenges students to think deeply about problems and engages students in a variety of problem-solving approaches				
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Student work samples • Teacher work samples				

Notes:	

[1] A framework is intended to provide samples of characteristics, is not comprehensive in nature, and can be used holistically to determine which performance level is reflective of a teacher's practice.

[2] List of descriptors are only sample characteristics and is not comprehensive in nature. Professional judgment is to be used to determine which descriptors and performance level provide an accurate reflection of a specific teacher's practice.

[3] Professional judgment must be used to determine if a teacher's characteristics are not meeting the performance of developing or accomplished descriptors.

[4] Professional judgment must be used to determine if a teacher's characteristics exceed the performance of developing or accomplished descriptors. Descriptors should go beyond existing school protocols and structures.

Teacher Professional Growth and Effectiveness Framework

Domain: Instruction	**The teacher demonstrates an 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):	**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)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Uses assessment data primarily for grading purposes • Uses a singular measure of student growth • Uses pre-assessments to establish baseline knowledge and skills • Uses formative and summative assessments to measure student performance • Develops and uses summative assessments to determine student mastery of content • Develops and uses formative assessments to determine student progress, guide instruction, and provide descriptive feedback to students • Evaluates evidence of student growth to demonstrate continuous differentiation of instruction that is informed by formative assessment
Sample Ineffective Descriptors[3]:	• Does not provide opportunities for student involvement in the assessment of their own learning • Does not use questions to measure student understanding
Sample Exemplary Descriptors[4]:	• Designs and uses authentic performance-based assessments that promote higher-order thinking skills and curricular integration • Uses a variety of pre-assessments to establish baseline content knowledge and skills for the purpose of differentiating classroom instruction
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Student work samples • Teacher work samples • Pre- and post-tests • Common assessments • Results of data analysis • Formative and summative assessments • Conferences with students • Goal setting documents • Data spreadsheets • Learning logs
Notes:	

Teacher Professional Growth and Effectiveness Framework [1]

Domain: Instruction	**The teacher demonstrates an 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):	**1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state, and local standards. (2.1, 2.4)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Develops learning targets based on general needs of students • Communicates learning targets or guiding questions on lesson plan or for student view • Uses state and national standards to support instructional strategies for all students • Implements a learning sequence using instructional strategies that relate to learning targets • Develops student-friendly learning targets or guiding questions that relate content in a manner that is meaningful and relevant to learners • Communicates aligned, student-friendly learning targets or guiding questions throughout all phases of the lesson • Develops student-friendly learning targets or guiding questions that lead to mastery of national, state, and local standards • Develops challenging and appropriate learning targets based on the needs of all diverse learners • Involves students in the process of developing and/or deconstructing student-friendly learning targets
Sample Ineffective Descriptors[3]:	• Does not develop learning targets or guiding questions aligned with national, state, and local standards • Does not use learning targets that meet the needs of diverse learners • Does not include learning targets in lesson plans • Does not communicate learning targets or guiding questions
Sample Exemplary Descriptors[4]:	•
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Teacher work samples • Formative and summative assessments • Teacher reflection and self-assessment • Posted learning targets • Student voice • Common assessments
Notes:	

Domain: Instruction	**The teacher demonstrates an 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):	**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)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Attempts to differentiate instruction to address students' diverse learning needs • Implements an instructional plan based only on standards and/or learning targets • Designs engaging instructional plans based on multiple sources of student performance data and student interests • Implements engaging instructional plans based on multiple sources of student performance data and student interests • Differentiates within the instructional plan to address students' diverse learning needs • Delivers differentiated instruction based on identified developmental levels, student interests, and learning styles • Adapts pacing of instruction based on multiple sources of data and student learning needs • Uses assessment data to adapt instruction and address individual student learning needs through intervention and/or enrichment
Sample Ineffective Descriptors[3]:	• Designs learning experiences poorly aligned to student learning needs • Does not address developmental and differentiated learning needs of students • Does not use appropriate data to inform planning or instruction • Does not analyze student work and performance data to inform instruction • Does not design instructional plans aligned to student learning needs • Does not implement instructional plans aligned to student learning needs
Sample Exemplary Descriptors[4]:	• 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 modification to data-driven instructional practice
Possible Sources of Evidence:	• Formal and informal observations • Formative and summative assessments • Lesson and/or unit plans • Conferences with students • Student work samples • Goal setting documents • Teacher work samples • Data spreadsheets • Pre- and post-tests • Learning logs

	• Common assessments	• Resources for instruction
	• Results of data analysis	• Benchmark assessments
Notes:		

Teacher Professional Growth and Effectiveness Framework

Domain: Instruction	**The teacher demonstrates an 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):	**1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences. (6.1, 6.2, 6.3, 6.5)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• 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 to implement instruction that facilitates learning • 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 expends learning of all students • Incorporates technology into design and implementation of instructional plans based on student learning needs • Uses technology during instruction to engage students • Demonstrates the use of technology in the design of the instructional plan • Demonstrates the use of technology in the implementation of the instructional plan • Uses available technology to assess student learning and manage data • Uses technology during instruction to enhance content delivery
Sample Ineffective Descriptors[3]:	• 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 • Does not use technology for planning or instruction • Does not adhere to acceptable use policies for technology
Sample Exemplary Descriptors[4]:	• 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 • Uses technology to extend the classroom environment for students to create a global learning community
Possible Sources of Evidence:	• Formal and informal observations • Teacher work samples • Teacher schedules • Lesson and/or unit plans • Teacher-sponsored clubs • Teacher and student web pages • Student work samples • Instructional resources
Notes:	

Teacher Professional Growth and Effectiveness Framework

Domain: Learning Climate	**The 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):	**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)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Encourages students to treat others with respect • Treats each student with respect • Establishes standards of conduct which support mutual respect and promote safety • Adequately supervises students at all times • Designs a classroom that encourages student interaction • Maintains a classroom environment that is conducive to learning • Accepts a variety of student ideas or expressions of cultural diversity • Maintains a classroom environment where students are encouraged to learn from each other • Responds appropriately to safety concerns, including bullying • Promotes acceptance of diverse cultures • Maintains a classroom that promotes the emotional well-being of all students • Creates a culture that celebrates student successes and accomplishments • Models tolerance of all students, including using language that is respectful • Models and shares strategies for a respectful learning environment • Models and shares strategies for a physically and emotionally safe learning environment • Maintains a fair, respectful, safe, and productive classroom environment conducive to learning and emotional well-being of all students • Creates a classroom environment that fosters a love of learning and creativity • Demonstrates awareness of and sensitivity to students' backgrounds, ethnicities, cultures, skills, interests, and special needs • Creates a learning environment in which students are motivated to take risks and learn from mistakes • Proactively involves all students in establishing clear standards of conduct which are aligned with school and district policy
Sample Ineffective Descriptors[3]:	• Does not design a classroom that encourages student interaction • Allows interactions that are inappropriate or insensitive among students (e.g., sarcasm, put-downs, 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 • Uses language that is disrespectful of students and groups • Engages in interactions that are inappropriate or insensitive to students (e.g., sarcasm, put-downs, conflict)

Teacher Professional Growth and Effectiveness Framework [1]

Sample Exemplary Descriptors[4]:	• 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 student 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
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Student feedback, surveys • Classroom management plans/procedures • Classroom physical space • Referral data
Notes:	

Teacher Professional Growth and Effectiveness Framework [1]

Domain: Learning Climate	**The 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):	**2.2 Communicates high expectations for all students. (3.1, 3.2, 5.5)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Sets clear expectations for student achievement and behavior • Communicates confidence in students' ability to achieve behavioral expectations • Communicates confidence in students' ability to achieve learning expectations • Clearly communicates expectations for behavior for all students to parents • Clearly communicates expectations for achievement for all students to parents
Sample Ineffective Descriptors[3]:	• 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 • Does not set behavioral or learning expectations for students
Sample Exemplary Descriptors[4]:	• 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
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Student feedback, surveys • Classroom management plans/procedures • Classroom physical space • Referral data • Communication logs • Attendance data • Professional growth plan • Conferences • Correspondence • Photographs • Goal setting • Student data notebooks • Parent surveys • Newsletters
Notes:	

Domain: Learning Climate	**The 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):	**2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students. (4.3, 4.4)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Manages transitional and instructional time • Uses available resources to assess student learning • Uses classroom space and materials effectively • Uses available resources to support student learning • Uses classroom space and materials effectively and efficiently • Provides students with access to multicultural texts or resources • Maximizes instructional time • Maximizes transitional time • Access a variety of resources to optimize learning for each student • Plans time and uses resources to address the social and emotional development of all students • Uses space (e.g., seating arrangement, learning centers) creatively to facilitate authentic student learning
Sample Ineffective Descriptors[3]:	• Allows transitions to detract from instruction • Uses materials, resources and activities that do not support instructional goals • Does not effectively use instructional time
Sample Exemplary Descriptors[4]:	• 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
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Walkthrough data • Classroom sponge activities/bell work • Procedures or routines • Resource requests • Schedule
Notes:	

Domain: Leadership & Professionalism	**The 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):	**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)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Attends professional learning opportunities • Participates on leadership teams or committees • Adheres to the Code of Ethics • Engages in professional leadership opportunities that support classroom initiatives • Assists in leadership roles within the school that supports student and/or professional learning • Implements professional leadership activities that address learning needs of the diverse student population • Reflects on personal leadership efforts to evaluate effectiveness in relation to student development and learning • Demonstrates professional responsibility consistently (e.g., attendance, punctuality, dress, interactions, reporting, communications) • Leads professional learning activities that enhance classroom or school initiatives • Models assessment strategies for colleagues (e.g., leading professional development, instructional rounds, peer observations) • Engages in professional learning opportunities that enhance classroom and school initiatives (e.g., PLCs, grade-level teams, departments, SBDM committees) • Mentors and facilitates professional growth of colleagues
Sample Ineffective Descriptors[3]:	• Does not seek leadership opportunities • Does not demonstrate professional responsibility (e.g., attendance, punctuality, dress, interactions, reporting, communications) • Does not adhere to the Code of Ethics
Sample Exemplary Descriptors[4]:	• 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

Sample Exemplary Descriptors[4]: (continued)	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 • 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.
Possible Sources of Evidence:	• Professional development log • Committee minutes • Professional growth plan • Professional development, workshop, or conference presentations • Agendas and meeting minutes • Attendance records, sign-in sheets • Anecdotal notes • Comprehensive School Improvement Plan (CSIP) • Student assessment data • Awards and recognition • Media • SBDM Committees
Notes:	

Domain: Leadership & Professionalism	**The 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):	**3.2 Designs, implements, and revises a professional growth plan (PGP) 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)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	- Reviews PGP annually - Identifies priority needs for professional growth - Implements PGP - Implements and monitors impact of PGP - Collaborates with administrator to review and revise PGP based on student performance and other applicable evidences - Designs a growth plan that addresses personal priority needs based on accurate self-assessment - Identifies priority needs for professional growth by reflecting on student performance data and instructional practices - Collaborates with administrator to develop PGP, which is anchored in improved student learning and reflects personal and school priority needs - Identifies priority needs for professional growth to foster a culturally responsive classroom that promotes positive student social and emotional development
Sample Ineffective Descriptors[3]:	- Does not accurately use self-assessment and/or data to identify priority needs - Does not develop PGP - Does not implement PGP
Sample Exemplary Descriptors[4]:	Gathers, analyzes, summarizes, and takes action based on evidence (e.g., peer observations, action research, examinations of teacher and student products, feedback from colleagues and other professionals) about the quality of his/her professional practice.

Possible Sources of Evidence:	• PGP • CSIP • PD attendance • Formal and informal observation • Formative and summative data • Reflection
Notes:	

Domain: Leadership & Professionalism	The 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):	3.3 Collaborates with colleagues, parents, and others to enhance student learning. (8.1, 8.2, 8.3, 8.4)
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Collaborates with colleagues in an effort to meet the needs of students • Communicates to parents the evidence of student performance, via technological or traditional means • Regularly communicates results to appropriate stakeholders • Enhances professional growth by collaborating with colleagues • Communicates to parents that achievement of expectations, either through technological or traditional means • Collaborates with parents in an effort to support student and school success • Collaborates with colleagues, parents, and other in an effort to meet the needs of all students • Uses available networking applications to communicate with students and parents to enhance student learning and curricular outcomes • Reaches out to parents or others in positive, non-traditional ways • Communicates with parents, community members, and other stakeholders as resources in an effort to meet school or classroom needs • Regularly integrates parents' and others' expertise to meet student needs • Collaborates with peers across disciplines to develop integrated, student-friendly learning targets • Analyzes research studies with colleagues to address student or school needs • Collaborates with other school/district/community partners to enhance student/school success • Engages parents in ways that they can become active in helping their student progress to the next level of achievement

Teacher Professional Growth and Effectiveness Framework [1]

Sample Ineffective Descriptors[3]:	• Provides little or no information to parents • Responds insensitively to parent concerns about student progress • Does not collaborate with school leaders to establish student growth goals • Does not collaborate with colleagues, parents, or others • Does not respond to parent concerns about student progress
Sample Exemplary Descriptors[4]:	• 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 districts in the region
Possible Sources of Evidence:	• Formal and informal observation • Gifted Service Plan (GSP) • Resource requests • Formative and summative data • Meeting minutes and agendas • Home visits • Reflection • Master schedule • Parent trainings • Individual Education Plan (IEP) • Communication logs • Technology outreach • Individual Learning Plan (ILP)
Notes:	

Domain: Student Growth	The teacher contributes to student academic growth and overall school success.
Standard (KY Teacher Standard):	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).
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Multiple measures indicate progress toward reducing student achievement gaps, but falls short of collaboratively established goals • Multiple measures indicate student growth but growth does not meet the collaboratively established goal • Monitors multiple measures of student growth or achievement to assess and validate adequate progress towards goals • Creates a sense of shared ownership of the overall school's success and promotes a culture of collaboration • Develops and implements school programs or initiatives based on student growth data that contribute to overall school success • Multiple measures validate a sustained pattern of goal attainment in student performance, growth, or closing of achievement gaps • Multiple measures validate a reduction in collaboratively established classroom student achievement gap goals
Sample Ineffective Descriptors[3]:	• Data does not indicate a pattern of reducing achievement gaps • Demonstrates a pattern of no student growth and/or failed student achievement
Sample Exemplary Descriptors[4]:	• Multiple measures validate student academic growth or achievement that meets or exceeds collaboratively established goals
Possible Sources of Evidence:	• Formative and summative assessment results • Student work samples

	- Program reviews - Interim benchmark assessments - Disaggregated data - Goal and progress documentation - IEP, ILP, GSP - College readiness - Graduation rates - Student growth percentiles - Dropout rates - End-of-course exams - State assessments - Norm-referenced tests - Meeting minutes - Survey data
Notes:	

RESEARCH BASE FOR TEACHER EFFECTIVENESS RUBRIC

INSTRUCTION DOMAIN:

1.1   Research-based Practices

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1.3   Student Friendly Learning Targets

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