

Appendix A: Kentucky Teacher Standards Self-Assessment

To initiate the development of your Professional Growth Plan, please assess your level of performance on each of the indicators by writing a number between one (1) and four (4) in the blanks to the left of each indicator. **The scale to be used is: (1) limited, (2) some, (3) adequate, and (4) extensive.** You may wish to examine the rubric for each indicator on the Intern Performance Record (IPR) to see the range of performance.

You will repeat this self-assessment process in Cycle 3 as part of your final assessment of professional growth and identification of future areas for professional growth.

STANDARD I: The Teacher Designs/Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which the planning demonstrates that you:

Orientation Self-Assessment	Cycle 3 Self-Assessment	
3	_4_	Ia. Develop significant objectives aligned with standards.
3	_4_	Ib. Use contextual data to design instruction relevant to students.
2	_4_	Ic. Plan assessments to guide instruction and measure learning objectives.
2	_4_	Id. Plan instructional strategies and activities that address learning objectives for all students.
1	_4_	Ie. Plan instructional strategies and activities that facilitate multiple levels of learning.

STANDARD II: The Teacher Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment	
2	_4_	IIa. Communicate high expectations.
1	_4_	IIb. Establish a positive learning environment.
1	_4_	IIc. Value and support student diversity and addresses individual needs.
1	_4_	IId. Foster mutual respect between teacher and students and among students.
1	_4_	IIe. Provide a safe environment for learning.

STANDARD III: The Teacher Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
2	_4_	IIIa. Use a variety of instructional strategies that engage students in active learning aligned with learning objectives.
1	_4_	IIIb. Implement planned instruction based on diverse student needs and assessment data.
3	_4_	IIIc. Use time effectively.
3	_4_	IIId. Use space and materials effectively.
2	_4_	IIIe. Implement and manages instruction in ways that facilitate higher order thinking.

STANDARD IV: The Teacher Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
3	_4_	IVa. Use assessments that are aligned with learning objectives.
2	_4_	IVb. Use a variety of assessments to measure student learning.
3	_4_	IVc. Analyze assessment data to guide instruction and learning and to measure learning progress.
4	_4_	IVd. Communicate learning results to student and parents.
2	_4_	IVe. Adapt assessments to accommodate diverse learning needs and situations.

STANDARD V: Reflect On and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Performance Criteria: The extent to which you:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
3	_4_	Va. Use data to reflect on and evaluate student learning.
3	_4_	Vb. Use data to reflect on and evaluate instructional practice.
3	_4_	Vc. Use data to identify areas for professional growth.

STANDARD VI: Collaboration

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
4	_4_	Va. Identify students whose learning could be enhanced by collaboration.
3	_4_	VIb. Design a plan to enhance student learning that includes all parties in the collaborative effort.
2	_4_	VIc. Implement planned activities that enhance student learning and engage all parties.
3	_4_	VIId. Analyze data to evaluate the outcomes of collaborative efforts.

STANDARD VII: Evaluates Teaching & Implements Professional Development

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Performance Criteria: The extent to which you:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
3	_4_	VIIa. Self assess performance relative to Kentucky's Teacher Standards.
3	_4_	VIIb. Identify priorities for professional development based on self-Assessment, student performance and feedback from colleagues.
3	_4_	VIIc. Design a professional growth plan that addresses identified priorities.
3	_4_	VIIId. Show evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning.

STANDARD VIII: The Teacher Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Performance Criteria: The extent to which you:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
4	_4_	VIIIa. Communicate concepts, processes and knowledge.
4	_4_	VIIIb. Connect content to life experiences of students.
4	_4_	VIIIc. Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
4	_4_	VIIIId. Guide students to understand content from various perspectives.

STANDARD IX: The Teacher Demonstrates The Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Performance Criteria: The extent to which you:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
4	_4_	IXa. Use technology to design and plan instruction.
2	_4_	IXb. Use technology to implement instruction and facilitate student learning.
4	_4_	IXc. Use technology to assess and communicate student learning.
4	_4_	IXd. Integrate student use of technology into instruction.

STANDARD X: Provides Leadership Within School/Community/Education

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Performance Criteria: The extent to which you:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
2	_4_	Xa. Identify leadership opportunities that enhance student learning and/or professional environment of the school.
2	_4_	Xb. Develop a plan for engaging in leadership activities.
2	_4_	Xc. Implement a plan for engaging in leadership activities.
2	_4_	Xd. Analyze data to evaluate the results of planned and executed leadership efforts.