

June 2006 Draft

# Kentucky Teacher Internship Program Teacher Performance Assessment Handbook

Education Professional Standards Board  
2006 - 2007



# KTIP Intern Assessment Handbook

## Table of Contents

<b>Acknowledgements</b>	<b>3</b>
<b>I. Overview</b>	
What is the KTIP Teacher performance assessment? .....	5
Where can you go for help? .....	6
How will your teacher performance assessment be evaluated? .....	6
Evidence Sources for the Teacher performance assessment .....	7
<b>II. Getting Started</b>	
What are the steps you will take to develop your Teacher performance assessment? .....	9
Providing Reflections .....	9
Suggestions for selecting artifacts .....	9
Videotaped Lesson Option.....	10
Format requirements for your Teacher performance assessment .....	10
Committee Meeting Exhibit Checklists.....	11
Intern Information Sheet .....	13
<b>III. Exhibit Prompts</b>	
Component I Classroom Teaching	
Task A-1 Teaching Context .....	14
Task A-2 Lesson Plan Format .....	15
Task B Classroom Observation .....	16
Task C Lesson Plan Analysis.....	17
Component II Professional Responsibilities	
Task D Collaborate to address special learning needs .....	18
Task E Guidelines for completing the PGP .....	20
Task F Guidelines for completing the Leadership task .....	24
Component III The Instructional Unit	
Instructional Unit Assembly.....	27
Task G Designing the Instructional Unit .....	28
Task H The Assessment Plan .....	30
Task I Designing Instructional Strategies .....	33
Task J-1 Reflecting on the Impact of Instruction.....	34
Task J-2 Communication and Follow-Up.....	36
<b>IV. Glossary .....</b>	<b>38</b>
<b>V. Appendices .....</b>	<b>42</b>

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## Overview

### What is the KTIP Teacher performance assessment?

The KTIP Teacher performance assessment is a focused collection of evidence and reflection selected from a teacher's work, which clearly demonstrates the new teacher's efforts to analyze student learning as well as the new teacher's performance on the Kentucky Teaching Standards. The teacher performance assessment serves as the centerpiece of the reflective process because it includes such information as lesson plans, student work samples with evaluative comments, video taped lessons, anecdotal records, and observation notes. Continuous and critical study of planning and instructional practice is one of the most important keys to student learning.

The teacher performance assessment approach is grounded in a developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation, and reflective practice. The purpose is to support beginning teachers in their development, and to focus it through a dynamic, ongoing process.

The KTIP teacher performance assessment is both a process and a product. It is not a scrapbook, but a representation of the intern's abilities. It provides evidence of the intern's strengths, goals and achievements with regard to student learning. It is a factual description of an intern's teaching efforts supported by relevant data and analyzed by the intern to show the thinking process behind the artifacts. The KTIP teacher performance assessment is NOT a collection of PD certificates and slick artwork. Rather, it is selected samples that illustrate how the intern's students have benefited from the teacher's efforts.

The KTIP Teacher performance assessment is organized according to the three cycles of the internship year. During the first two cycles, the committee (the resource teacher, the principal, and the teacher educator) formatively evaluates the intern's teacher performance assessment for two components: classroom teaching and ability to address professional responsibilities.

The third, summative cycle expands the length and scope of the intern's planning to permit the assessment of multiple dimensions of the intern's work and to make sure students are given adequate time to accomplish the learning objectives. This is done through an Instructional Unit. In the instructional unit, the intern provides a thorough analysis of student work and includes rubrics developed to assist committee members in a more precise evaluation. The instructional unit includes a performance assessment in which an intern is asked to document his/her plan for instruction, design an instructional unit covering two-to-four weeks of instruction, plan for the assessment of learning (both pre-and post-instruction), analyze the impact of instruction on student learning, and reflect upon the success of the instructional unit.

The KTIP Teacher Performance Assessment (TPA) is a set of ten teaching tasks designed especially to provide interns the opportunity to demonstrate performance of Kentucky's Teaching Standards. However, there is not a one-to-one relationship between the TPA Tasks A – J and Kentucky Teacher Standards I – X.

The ten teaching tasks are grouped into three components in the KTIP TPA:

#### **Component I: Classroom Teaching**

- Task A: Develop a Lesson Plan
- Task B: Demonstrate Teaching Skills during Classroom Observation
- Task C: Analyze and Evaluate Teaching of a Lesson

#### **Component II: Professional Responsibilities**

- Task D: Collaborate to Address Special Learning Needs
- Task E: Assess and Manage Professional Growth
- Task F: Demonstrate Professional Leadership

### **Component III: Instructional Unit**

- Task G: Design Learning Objectives and Assessments for an Instructional Unit
- Task H: Design Instructional Strategies and Activities for the Instructional Unit
- Task I: Analyze, Use and Communicate Unit Learning Results
- Task J: Reflect on and Evaluate Teaching and Learning in the Instructional Unit

### **Goals**

- To increase teacher competence as defined by the Kentucky Teacher Standards
- To focus support on improving student achievement
- To draw on student data to guide support
- To document professional growth over time
- To promote self-assessment and reflection
- To cultivate collaboration and leadership among teachers

### **Where can you go for help?**

Your committee is the first and most important resource available to assist you in preparing your teacher performance assessment. Do not hesitate to contact any one of the following for guidance in the completion of your teacher performance assessment.

#### **Committee and School**

- Resource Teacher
- Principal
- Teacher Educator (from regional university)
- Others, including educators holding National Board for Professional Teaching Standards Certification

#### **School District**

District KTIP Coordinator

#### **Education Professional Standards Board**

Professional Learning and Assessment Division

KTIP Consultants

Toll-free 888-598-7667

#### **Web**

[www.kyepsb.net](http://www.kyepsb.net)

### **How will your Teacher Performance Assessment be evaluated?**

Your committee will meet with you to discuss and evaluate your teacher performance assessment and your classroom teaching performance. The chart on the following pages indicates the sources of evidence that will be examined for each New Teacher Standard.

<b>Evidence Sources for the New Teacher's Assessment</b>		
Note: TPA=Teacher Performance Assessment and O=Classroom Observation		Source
<b>Standard I Designs &amp; Plans Instruction</b>	TPA	O
Develops significant objectives aligned with standards	X	X
Uses contextual data to design instruction relevant to students	X	X
Plans assessments to guide instruction and measure learning objectives	X	X
Plans instructional strategies and activities that address learning objectives for all students	X	X
Plans instructional strategies and activities that facilitate multiple levels of learning	X	X
<b>Standard II Creates &amp; Maintains Learning Climate</b>		
Communicates high expectations		X
Establishes a positive learning environment		X
Values and supports student diversity and addresses individual needs		X
Fosters mutual respect between teacher and students and among students		X
Provides a safe environment for learning		X
<b>Standard III Implements &amp; Manages Instruction</b>		
Uses a variety of instructional strategies that engage students in active learning aligned with learning objectives		X
Implements planned instruction based on diverse student needs and assessment data		X
Uses time effectively		X
Uses space and materials effectively		X
Implements and manages instruction in ways that facilitate higher order thinking		X
<b>Standard IV Assesses &amp; Communicates Learning Results</b>		
Uses assessments that are aligned with learning objectives	X	X
Uses a variety of assessments to measure student learning	X	X
Analyzes assessment data to guide instruction and learning and to measure learning progress	X	
Communicates learning results to students and parents	X	
Adapts assessments to accommodate diverse learning needs and situations	X	X
<b>Standard V Reflects on &amp; Evaluates Teaching &amp; Learning</b>		
Uses data to reflect on and evaluate student learning	X	
Uses data to reflect on and evaluate instructional practice	X	
Uses data to identify areas for professional growth	X	
<b>Standard VI Collaborates with Colleagues/Parents/Others</b>		
Identifies students whose learning could be enhanced by collaboration	X	
Designs a plan to enhance student learning that includes all parties in the collaborative effort	X	
Implements planned activities that enhance student learning and engage all parties	X	
Analyzes data to evaluate the outcomes of collaborative efforts	X	
<b>Standard VII Evaluates Teaching &amp; Engages in Professional Development</b>		
Self assesses performance relative to Kentucky's Teacher Standards	X	
Identifies priorities for professional growth based on self-assessment, student performance and feedback from colleagues	X	
Designs a professional growth plan that addresses identified priorities	X	
<b>Standard VIII Content Knowledge</b>		
Communicates concepts, processes and knowledge		X
Connects content to life experiences of students		X

Demonstrates instructional strategies that are appropriate for content and contribute to student learning	X	
Guides students to understand content from various perspectives	X	
<b>Standard IX Demonstrates Implementation of Technology</b>		
Uses technology to design and plan instruction	X	
Uses technology to implement instruction and facilitate student learning	X	X
Uses technology to assess and communicate student learning	X	X
Integrates student use of technology into instruction	X	X
<b>Standard X Demonstrates Professional Leadership</b>		
Identifies leadership opportunities that enhance student learning and/or professional environment of the school	X	
Develops a plan for engaging in leadership activities	X	
Implements a plan for engaging in leadership activities	X	
Uses data to evaluate the results of planned and executed leadership efforts	X	

## II. Getting Started

### What are the steps you will take to develop your Teacher Performance Assessment (TPA)?

1. Read this document thoroughly.
2. Attend the orientation committee meeting and get your committee's guidance.
3. Work with your resource teacher and keep him/her updated on your progress.
4. Familiarize yourself with the forms that must be used when you develop your teacher performance assessment.
5. Duplicate or use additional pages for entry forms as needed.
6. Plan your instructional unit midway through the second cycle.
7. Develop a timeline to work from, or use one provided by your resource teacher or principal.
8. Begin to collect required evidence and artifacts.
9. Analyze student learning as soon as possible after you have taught your unit/lessons and collected sample student work and other artifacts.
10. Ask others, especially your resource teacher, to review your work and to make suggestions.
11. Reread, revise, and edit.

### Providing Reflections:

Reflection is a vital part of your TPA. The process of reflection involves the reporting and analyzing of teaching philosophies, practices, and experiences. Reflection requires the teacher to understand why a lesson or professional effort was productive or nonproductive. Teachers who have learned the reflective habit understand the effects their instruction may have on students. Recognizing a disparity between what is and what should be is often the beginning of positive change and ongoing professional growth.

### What are some suggestions for selecting artifacts for your Teacher Performance Assessment?

Select evidence or artifacts for inclusion in your teacher performance assessment that clearly demonstrate your efforts to analyze student learning. The best evidence will come from your classroom teaching and related professional development activities. Some examples of appropriate artifacts are listed below, but keep in mind that you do not want to include anything more than what each task requires. It is important to select the most appropriate examples of evidence that provide **data** to support your analysis. Do not include PD attendance certificates, lists of awards or photographs of student work. All artifacts should be included as appendices.

- Instructional materials
- Teacher-made assessment materials
- Parent communications/log
- Samples of student work
- Teacher journals and/or logs
- Video taped lesson
- Student, parent, colleague surveys
- Log of professional activities
- Communication with peers, administrators, and other professionals

## Videotaped Lesson Option

In Cycle three, you have the option of videotaping one of the lessons from the instructional unit or you may have your committee observe separate lessons from the unit. This is a decision you should make with your committee's guidance. This video may only be used for KTIP evaluation, and may not be shown in any public performance. Capturing teaching on videotape effectively requires thoughtful preparation and planning. Tips for successful videotaping follow:

<ul style="list-style-type: none"><li>▪ Contact the media specialist to reserve the needed equipment and to learn about the operation of the equipment.</li><li>▪ Find a volunteer to videotape the class. This could be your resource teacher, another teacher, a reliable student, or even a parent volunteer. He/she may need some time to become familiar with the camera equipment. (Note: Warn the camera operator that his voice may be heard on video.)</li><li>▪ Use a tripod.</li><li>▪ Advise your camera operator to record student involvement as well as your movements, while being careful not to make too many sudden moves.</li></ul>	<ul style="list-style-type: none"><li>▪ If using a VHS tape, use a new tape.</li><li>▪ Keep the lens cap on the camera when the camera is not being used. This prevents excess light from entering the lens.</li><li>▪ Keep the camera and tapes away from magnetic fields.</li><li>▪ Cameras should not be used in extreme heat or cold. Let the camera adjust to room temperature for about thirty minutes.</li><li>▪ Consider the composition of the picture. Clutter can be a problem in classrooms; remove items that may detract from the message/image. Consider the background.</li><li>▪ Make sure your classroom is well-lit.</li><li>▪ Secure a lapel microphone, if possible, to improve sound quality.</li></ul>
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## Format requirements for your Teacher Performance Assessment

### What you will need

- 3-ring binder, 1"
- Three dividers, one for each section of your teacher performance assessment
- Plastic sleeve for holding artifacts (video and/or audiotapes)\*

### Directions

- Label the three dividers by cycle
- Complete the Candidate Information Sheet (See next page.)
- Using the task templates in this handbook as a formatting guideline, adjust page length as necessary. Do not feel limited by the space provided – answer the questions thoroughly enough to provide sufficient evidence that you have met the Teacher Standard(s).

\*Note: Video and/or audiotapes are not required. If the teacher selects either a video or audiotape as an artifact, they should be submitted in a plastic sleeve or “zippered pocket” within the binder.

## Orientation Committee Meeting Checklist

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- \_\_\_\_\_ Review all KTIP materials and expectations
- \_\_\_\_\_ Candidate Information Sheet (This will be the same all year)
- \_\_\_\_\_ Kentucky Teacher Standards Self Assessment, Appendix B
- \_\_\_\_\_ Draft Task E - Professional Growth Plan

## Cycle 1 Committee Meeting Exhibit Checklist

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### **Component I: Classroom Teaching**

- \_\_\_\_\_ Task A-1 Teaching and Learning Context
- \_\_\_\_\_ Task A-2 Cycle 1 Lesson Plans from each observed lesson
- \_\_\_\_\_ Task B Intern Performance Records from each committee member
- \_\_\_\_\_ Task C Lesson plan analysis from each observed lesson

### **Component II: Professional Responsibilities**

- \_\_\_\_\_ Task D Collaboration rationale and identification of two students with learning needs
- \_\_\_\_\_ Task E PG Work Plan/Progress Report
- \_\_\_\_\_ Task F List of Leadership Project Ideas

**Intern should copy each committee members' completed IPR at the conclusion of each committee meeting.**

## Cycle 2 Committee Meeting Exhibit Checklist

---

- \_\_\_\_\_ Candidate Information Sheet (This will be the same all year)

### **Component I: Classroom Teaching**

- \_\_\_\_\_ Task A-1 Teaching and Learning Context (updated, if necessary)
- \_\_\_\_\_ Task A-2 Cycle 2 Lesson Plans from each observed lesson
- \_\_\_\_\_ Task B Intern Performance Records from each committee member
- \_\_\_\_\_ Task C Lesson plan analysis from each observed lesson

### **Component II: Professional Responsibilities**

- \_\_\_\_\_ Task D Collaboration Work Plan/Progress Report
- \_\_\_\_\_ Task E PG Work Plan/Progress Report
- \_\_\_\_\_ Task F Leadership Work Plan/Progress Report

**Intern should copy each committee members' completed IPR at the conclusion of each committee meeting.**

## Cycle 3 Committee Meeting Exhibit Checklist

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\_\_\_\_\_ **Candidate Information Sheet** (This will be the same all year)

### **Component I: Classroom Teaching**

\_\_\_\_\_ **Task A-1** Teaching and Learning Context (updated, if necessary)

\_\_\_\_\_ **Task A-2** Cycle 3 Lesson Plan(s) from each observed lesson

\_\_\_\_\_ **Task B** Intern Performance Records from each committee member

\_\_\_\_\_ **Task C** Lesson plan analysis from each observed lesson

### **Component II: Professional Responsibilities**

\_\_\_\_\_ **Task D** Collaboration Work Plan/Progress Report

\_\_\_\_\_ **Task E** PG Work Plan/Progress Report

\_\_\_\_\_ **Task F** Leadership Work Plan/Progress Report

### **Component III: Instructional Unit**

\_\_\_\_\_ **Tasks G** Designing the Instructional Unit

\_\_\_\_\_ **Tasks H** The Assessment Plan

\_\_\_\_\_ **Tasks I** Designing Instructional Strategies and Activities

\_\_\_\_\_ **Tasks J-1** Reflecting on the Impact of Instruction

\_\_\_\_\_ **Tasks J-2** Communication and Follow-Up

**Intern should copy each committee members' completed IPR at the conclusion of each committee meeting.**

## Intern Information Sheet

Complete this page and include it as the first page of your teacher performance assessment.

---

Name: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Current Teaching Assignment: \_\_\_\_\_

School System: \_\_\_\_\_

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

School Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

E-mail Address: \_\_\_\_\_

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I verify that this teacher performance assessment contains my authentic work, the authentic work of my students, and authentic feedback from colleagues, parents, and administrators.

---

Signature

Date

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## A 1. Teaching and Learning Context

Please complete the following information about your class. You will use and update this information as you plan lessons all year, and this will be the first entry in your TPA in cycle 3

**Your committee members will review and evaluate your performance on this task using Standard I: The teacher designs and plans instruction.**

# Students enrolled	Grade level(s) in class	Ages in class (list all that apply)
<p>School and district factors: public school information should include Comprehensive School Improvement Plan (CSIP), School Report Card (CATS/CTBS results), and relevant data about achievement gap groups. Non-public schools should include similar data.</p>		
<p>Place a <input type="checkbox"/> beside the phrase that best describes the classroom setting.</p> <p><input type="checkbox"/> self-contained      <input type="checkbox"/> lab      <input type="checkbox"/> field      <input type="checkbox"/> collaborative classroom</p>		
<p>Describe the resources (equipment, technology, and supplies) available to you for this class.</p>		
<p>Place a <input type="checkbox"/> beside the phrase that describes the types of help available to you.</p> <p><input type="checkbox"/> instructional assistant(s)      <input type="checkbox"/> parent volunteers      <input type="checkbox"/> peer (student) tutors  <input type="checkbox"/> resource teachers      <input type="checkbox"/> classroom teacher      <input type="checkbox"/> other (Please specify)</p>		
<p>Indicate the # of students in each category below.</p> <p><input type="text"/> ESL      <input type="text"/> # with IEPs      <input type="text"/> # with 504 modifications  <input type="text"/> Title I      <input type="text"/> Gifted      <input type="text"/> Other</p>		
<p>List types of differences in this box</p> <p><input type="checkbox"/> Languages      <input type="checkbox"/> Cultures      <input type="checkbox"/> Achievement/Developmental Levels</p>		
<p>Indicate the # of students for each pattern of achievement.</p> <p><input type="text"/> Below grade level      <input type="text"/> At grade level      <input type="text"/> Above grade level</p>		
<p>Describe other classroom conditions (if any) including student demographics that have implications for teaching and what might be observed in your classroom.</p>		
<p>Implications for instruction: List two or three ways the above factors influence planning and implementing instruction.</p>		

## Task A-2 Lesson Plan Format

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Age/Grade Level: \_\_\_\_\_

# of Students: \_\_\_\_\_ # of IEP Students: \_\_\_\_\_ # of GSSP Students \_\_\_\_\_ # of LEP Students: \_\_\_\_\_

Subject: \_\_\_\_\_ Major Content: \_\_\_\_\_ Lesson Length: \_\_\_\_\_

Unit Title: \_\_\_\_\_ Lesson Number and Title: \_\_\_\_\_

### **Context**

- Explain how this lesson relates to the unit of study or your broad goals for teaching about the topic.
- Describe the students' prior knowledge or the focus of the previous lesson.
- Describe generally any critical student characteristics or attributes that will affect student learning (other than what you described in the Teaching and Learning Context).

### **Objectives**

State what students will demonstrate as a result of this lesson. Objectives must be student-centered and observable/measurable.

### **Connections**

Connect your goals and objectives to appropriate Kentucky Core Content and/or Program of Studies. Use no more than two or three connections, and if not obvious, explain how each objective is related to the Program of Studies and/or Core Content.

### **Assessment Plan**

In tabular format, organize how each objective will be assessed. Include copies of assessment instruments and rubrics (if applicable to the lesson plan).

#### **Objective/Assessment Plan Organizer (Sample)**

Objective Number	Type of Assessment	Description of Assessment	Depth of Knowledge Level	Adaptations and/or Accommodations
Objective 1	Formative	Brainstorm	1	Record ideas visually
Objective 3	Summative	Written response for student portfolio	2	Word Banks for student with reading IEP

### **Resources, media and technology**

- List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students.
- If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson. (If you or your committee feel the technology observed in the lessons does not fairly represent your use of technology, provide additional documentation. See Standard IX.)

### **Procedures**

Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom.

## **Task B Demonstrate Teaching Skills During Classroom Observation**

Demonstrate teaching skills while teaching the planned lesson to your class. Your committee members will evaluate your performance using:

- Standard II – Creates & Maintains Learning Climate
- Standard III – Implements & Manages Instruction
- Standard VIII – Demonstrates Applied Content Knowledge
- Standard IX – Demonstrates Implementation of Technology
- Standard IV – Assessment and Communication of Learning Results

During your observed lesson, you should make a purposeful effort to demonstrate Standards II, III, VIII, and IX indicators.

Each committee member will give you a copy of the IPR during the post-observation conference.

## Task C

### Lesson Analysis and Reflection

Analyze and evaluate your lesson within two days of post observation conference.

**Your committee members will review and evaluate your performance on this task using:**

- **Standard IV – Assesses & Communicates Learning Results**
- **Standard V – Reflects on & Evaluates Teaching & Learning**

**1.** Explain how you determined the levels of student performance on your objective. Attach rubric.

**2.** Sort the students' performance into 4 categories and determine what percentage of students met the criteria in each category:

Far below standard \_\_\_\_\_% of class

Approaching standard \_\_\_\_\_% of class

Meeting standard \_\_\_\_\_% of class

Exceeding standard \_\_\_\_\_% of class

**3.** Select one student in each category and describe the student's strengths **and** misconceptions, if any.

Far below standard

Approaching standard

Meeting standard

Exceeding standard

**4.** For each of the selected students, how will you differentiate instruction to move them forward?

Far below standard

Approaching standard

Meeting standard

Exceeding standard

**5.** What does this analysis tell you about how your students learn?

What does this analysis tell you about the success of the strategies you used?

How useful were the assessments in terms of student learning?

What patterns and trends can inform next steps?

What resources and/or personnel might assist you?

**6.** Describe how you have reported or plan to communicate learning results to students and parents.

## Task D

### Collaborate to Address Special Learning Needs

**Task Overview:** Collaborate with primary caregivers, and one or more other professionals to design and implement a six- to eight-week learning plan for two different students whose learning could be enhanced by collaboration. Using the Task D template, report on the collaborative process and the impact of each plan on student learning.

**Your committee members will review and evaluate your performance on this task using Standard VI: Collaborates with Colleagues/Parents/Others.**

#### GUIDELINES FOR COMPLETING THE COLLABORATION TASK

The guidelines below should be used when you develop your collaboration plans.

Using the contextual factors information you described as part of Task A, and input from your resource teacher, identify two students whose learning would be enhanced by collaborative efforts. These students could have needs because of learning challenges (e.g., students with IEPs, 504 plans, or LEP students), students whose needs are a result of his/her strengths (e.g. GSSP students), or students whose engagement is limited (e.g. over-commitment to part-time jobs, family responsibilities, or extracurricular activities).

At the Orientation meeting, discuss the possible timeline for completion of this task.

- If your teaching assignment is one in which you will work with the same students all year, you may wish to :

Complete the collaboration task for both students during the same time period OR complete the task for one student and then complete the task for the second student at a later time.

- If your teaching assignment is one in which you will get a new population of students each grading period or term, you may wish to :

Complete the collaboration task for two students during the same grading period/term OR, complete the collaboration task for one student during one grading period/term and then complete the task for the second student during the next grading period/term OR, extend the timeframe for the task over two grading periods/terms.

Once the timeline for your collaboration task has been determined, you should report your progress in developing and implementing your plans at the Cycle I and Cycle II Committee Meetings. Your completed Task D will be submitted to your committee at the Cycle III Committee Meeting.

If one of your identified students moves or drops out of school before you have implemented the collaboration plan, you must identify another student. If you have implemented the student's collaboration plan and have collected some performance data before he/she moves or drops out, you should analyze the available data and evaluate the plan's impact on student learning.

If no parents or guardians are able to participate, an explanation for the non-participation should be provided along with a brief description of your efforts made to get them involved.

If the analysis of the assessment data reveals that the collaboration plan had little or no impact on student learning, you have the opportunity to reflect on the plan and identify possible alternative approaches that could be used in the future.

**Task D**  
**Collaborate to Address Special Learning Needs**  
**(Use this format for each identified student)**

1. Identify a student with learning needs whose learning would be enhanced by collaborative efforts and provide a rationale for why this student was selected.

2.

**Collaboration Plan**

<b>Collaboration Plan</b>	
Objectives – what you plan to accomplish.	
Assessment plan – how you will measure the impact of the collaborative efforts	
Proposed Activities	
Timeline	
Persons involved	
Resources needed	

3. Provide documentation of at least one interim progress check meeting.

4. Using the assessment data collected, describe the impact of the collaboration plan on this student's learning and identify possible next steps.

## Task E

### Assess and Manage Professional Growth

**Task Overview:** Design and implement a professional growth plan that results in measurable improvement of your performance using the Kentucky Teacher Standards.

**Your committee members will review and evaluate your performance on this task using Standard VII: Evaluates Teaching & Implements Professional Development.**

#### Guidelines for completing the Professional Growth Plan

A professional growth plan is the plan which teachers use to become more proficient in meeting the Kentucky Teacher Standards and Indicators. It involves self-assessment and developing a written plan for addressing areas identified for growth. The guidelines and examples listed below should be used when you create your PGP.

The Professional Growth Plan (PGP) is created by the Intern with input from the Committee. **The PGP is the primary source of documentation that shows the intern has been afforded due process during the internship.** The intern develops the PGP by reviewing the strengths and priority areas for growth identified by the Committee during the committee members' individual conferences with the intern and committee meeting as documented on the committee members' IPRs and the Record of Teacher Internship Year. Once the intern completes the PGP, the Committee is responsible for reviewing the PGP and insuring that the intern has identified any priority growth areas judged to be serious enough to jeopardize the satisfactory completion of the internship. The Committee shall review the PGP at both the Cycle II and Cycle III Committee meetings (as well as Cycle IV if the Committee chooses to do a fourth observation) to insure that the intern documented the specific actions taken to demonstrate progress in identified priority growth areas. The PGP should specifically identify any weaknesses an intern has with regard to meeting a specific standard.

Strengths and growth area objectives should be very specific to the intern and related to the Kentucky Teacher Standards. For example, "develop a management system for starting and ending class" (KTS2) or provide a variety of assessments that address the learning styles of all students" (KTS4).

Your committee's feedback should guide you in developing your PGP. As you prepare to develop your PGP, it is important to be aware of the common problems that often occur. The problems include:

- **Objectives for growth are too broad or global**  
Objectives stated in broad terms are difficult to measure. For instance, if someone sets as a goal "improving instruction," it would be difficult to measure achievement of this objective since it is not well defined. The area is too broad and a more focused outcome needs to be stated.
- **Objectives that are routine expectations**  
Objectives should be significant, represent a needed change in behavior, and constitute a challenge for the intern. If the objective is part of the "routine" job performance and does not require any additional effort, the likelihood of change or improvement is diminished. For example, "Turn in lesson plans" will not be an appropriate objective because submission of lesson plans is a routine job expectation.
- **Objectives that are too ambitious or unrealistic**  
Objectives should first address problems related to meeting the New Teacher Standards. The principal and resource teacher should help the intern to remain realistic and reasonable in setting objectives. Many interns are overly conscientious and may want to set objectives that are far too ambitious to accomplish. For instance, an intern may identify the objective of "using technology in every lesson" regardless of whether it will be appropriate in all situations. Objectives should be designed to challenge a person, not frustrate him/her.

Where to find professional development resources:

Some of the best professional growth resources are available within your school. Your colleagues can provide an excellent source of good teaching materials and guidance. Do not hesitate to consult with other experienced teachers in your building when you are trying to develop a work plan for your PGP. Some effective growth activities:

Observe a colleague

Observe an effective teacher who is teaching subject matter and students similar to yours. List associations, concepts, and/or rules that are observed in the lesson. With the teacher's permission, you may also consider recording your observation on an IPR so you can get the feel for what your evaluators are looking for during an observation. Review the information with your resource teacher.

Develop high level questions

Plan a lesson with your resource teacher or another colleague in which you will ask at least ten higher-level questions that require students to understand, apply, analyze, synthesize, and evaluate real life situations.

Utilize other resources

Other types of activities may include structured staff development programs, readings, informal observations by your resource teacher, professional discussions with a colleague, case studies, audio tape or videotape instruction, web-based PD, professional organizations, content-based conferences (such as KCTM, KMA, NSTA).

Evidence of positive impact on student learning may include documentation such as observations, pre-tests and scores, inclusion of strategies / activities in lesson plan(s), and post-tests and scores. If it is too soon for evidence of student learning/achievement, provide evidence that the activities have had an impact on your instruction.

## Task E

### Assess and Manage Professional Growth

#### Orientation Meeting

##### 1. Initial Self-Assessment

Complete the Cycle I Kentucky Teacher Standards Self-Assessment (Appendix A) to assess your performance level on each standard. Using your self-assessment, student performance data, and feedback from your committee members, work with your resource teacher to complete the following entries.

2. Identify and document your strengths and areas for professional growth related to the Kentucky Teacher Standards.

**Strengths:**

**Areas for growth** (mark priority areas with an asterisk):

3. From the identified areas for growth, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.

## Task E - Continued Professional Growth Plan Format

1. For each priority growth area, briefly describe the PGP Work plan activities completed and progress made. Provide documentation and evidence.

Work Plan Format	
Objectives – what you plan to accomplish.	
Kentucky Teacher Standards addressed.	
Proposed Activities	
Timeline	
Resources needed	
How progress will be assessed	
Progress update	

2. If your committee identifies any additional areas for growth, update your Work Plans. Add to and/or revise your Work Plans using the objectives and activities you plan to address by the end of Cycle 3.

### Cycle 3

**1. Final Self-Assessment** - Discuss the progress made in addressing the Priority Areas for Growth identified in the work plans. Using the Kentucky Teacher Standards Self-Assessment (Appendix A), conduct a final assessment of your performance level on each standard. Compare this final assessment with your initial assessment in the orientation meeting and identify specific areas of growth. Discuss how the professional development activities during the year have improved your instructional effectiveness and student learning. What have you learned – what worked, what did not and why?

**2. Future Growth** - Based on your self-assessment, student performance and committee feedback, identify two to four areas for growth that will be high priority during the next school year.

## Task F Leadership

**Task Overview:** In conjunction with your committee, identify a project you can initiate and implement (or take a leadership role in an existing project) during your internship that will demonstrate your ability to provide professional leadership as a teacher.

**Your committee members will review and evaluate your performance on this task using Standard X: Demonstrates Professional Leadership. Refer to Standard X rubrics on page 18 of the IPR**

### Guidelines for completing the Leadership Task

**Teacher leaders are accomplished teachers who inspire students to learn and achieve and who serve as a change agents for excellence in education within the classroom and the school community.**

With your committee, brainstorm possible projects, and then identify a project you can initiate and implement during your internship that will demonstrate your ability to provide leadership as a teacher and professional beyond your classroom. Your project should go beyond your normal contract responsibilities. The specific project you choose should give you the best opportunity possible to demonstrate that as a professional, you can contribute meaningfully in a group effort that results in a contribution to student learning and/or the professional environment of the school.

#### **The project may be one where you:**

- Work with your colleagues on a program to improve learning opportunities for students in your school.
- Involve caregivers, members of the school community, or agencies in efforts to improve learning conditions or remove barriers to learning.
- Participate in Grade-level/Department-level planning.
- Are actively involved on tasks force(s) or committees.
- Implement school improvement within classroom.
- Develop and implement and/or facilitate strategies for parents/caregivers to become active participants in student learning.
- Organize, implement, and facilitate strategies for community involvement.

As you embark on this task, consider processes or activities that would benefit from a change, such as:

Portfolio collection

Use of technology in analyzing test data

Field trip planning

Differentiated Instructional practices

PD sessions for new technology

PD sessions for student use of technology

Parent reading nights

Health fairs

Career day

CSIP component management

CATS administration or support

Internet safety

## Task F Leadership

### Orientation meeting

Discuss leadership ideas and select a project with committee input

Identification of Leadership Project – a short description of the project and how you and your committee decided on this particular project. Using the template below, develop a Leadership Project Work Plan.

### Work Plan

Objectives – what you plan to accomplish.	
Proposed Activities	
Timeline	
Persons involved	
Resources needed	
How results will be measured	
How will impact on learning be assessed	
How results will be shared	

At each committee meeting, briefly describe the progress made. Provide documentation and evidence.

## Task F - Continued Leadership

### Cycle 3

1. Reflect on what your project accomplished regarding student learning and school environment. What did you learn from your leadership experiences - what worked, what did not, and why?

2. Evaluate your own performance level with respect to the four indicators for Standard X.

## Tasks G-J Instructional Unit Overview

The Instructional Unit is a two- to four-week body/unit of instruction for one class; the unit includes 1) plans for instruction and assessment that are aligned with the learning outcomes desired; 2) the teaching of the content; and 3) the collection, interpretation, and reflection upon evidence of student progress toward attainment of the desired learning outcomes. The Instructional Unit consists of the following templates.

Task	Description of Task
<b>G. Designing the Instructional Unit</b>	After selecting the content (topic, knowledge, skills) for the instructional unit, write a description of the unit. The description must include the length of the unit (number of days/class periods), the objectives, a plan for accomplishing the objectives, a plan for accommodating individual differences, and any additional adjustments made. It is important to remember that the objectives selected for the instructional unit should relate directly to the Kentucky Core Content Standards, Program of Studies, the school improvement plan, and/or an analysis of student data.
<b>H. The Assessment Plan</b>	The third task of the instructional unit provides information about the assessment plan; the pre- and post-assessments; and the alignment of objectives, assessments, and instruction.
<b>I. Designing Instructional Strategies and Activities</b>	Design a set of learning strategies and activities that you believe will best enable all students in your class to achieve your learning outcomes.
<b>J-1. Reflecting on the Impact of Instruction</b>	This task will be used to describe the impact on student achievement through an analysis of and a reflection upon student performance. Included in the reflection will be a description of the refinement of future lesson(s) in order to improve student achievement.
<b>J-2. Communication and Follow-Up</b>	This task will be used to describe the feedback about the instructional unit to students, caregivers, and colleagues.

Your performance on designing, teaching and evaluating a unit of instruction, Tasks G – J, will be evaluated by the rubrics on:

- **Standard I – Designs & Plans Instruction**
- **Standard IV – Assesses & Communicates Learning Results**
- **Standard V – Reflects & Evaluates Teaching & Learning**
- **Standard VIII – Demonstrates Applied Content Knowledge**
- **Standard IX – Demonstrates Implementation of Technology**

## G. Designing the Instructional Unit

### Directions for Completing Task G

The instructional unit and the objectives that you select must be directly related to the **Kentucky Core Content Standards and Program of Studies**. Refer to the Combined Curriculum Document on the KDE web site <http://www.education.ky.gov/> for instructional guidelines, content emphasis, objectives, and ideas for instruction at each grade level.

The instructional unit should include the following:

- 1. Title of unit.**
- 2. Learning Context and Implications:** Based on Task A-1, identify two to three implications and/or a rationale for teaching this unit. Also, provide an overview of available technology that could be used to enhance your instruction and student learning.
- 3. Key Concepts/Big Ideas/Essential Question Focus:** Identify the content focus concepts (essential questions/big ideas) and skills you plan to develop in this unit. Kentucky's Core Content lists specific knowledge and skills that all students should know and be able to demonstrate. Describe how your unit will contribute to what Kentucky expects all students to know and be able to do.
- 4. Statement of Objectives for the Unit:** Develop three to six learning outcomes/objectives that will be the focus of your instruction in this unit. Write these as performance statements/behavioral objectives.
- 5. Kentucky Core Content and Program of Studies to be Addressed:** Identify the Program of Studies and Core Content that will be the focus of instruction for your unit. The Combined Curriculum Document on the KDE web site <http://www.education.ky.gov/> provides a list for different grade levels and seven content areas.
- 6. Levels and Categories of Student Performance Expected:** Identify the levels or categories of performance you will expect from your students as a result of instruction in this unit of study. You may use the schema or descriptors of your choosing, but you should indicate the different kinds of learning (e.g., thinking skills, taxonomies) you expect from your students.
- 7. Communication with Students, Parents/Caregivers, Colleagues:** Describe several ways in which you plan to provide feedback throughout the INSTRUCTIONAL UNIT. How will you provide information to students, parents/caregivers, and colleagues prior to instruction, during instruction, and after the post-assessment.

## **G. Designing the Instructional Unit**

**1. Unit Title:**

**2. Learning Context and Implications:**

**3. Key Concepts/Big Issues/Essential Question Focus:**

**4. Statement of Objectives for the Unit:**

**5. Kentucky Core Content and Program of Studies to be Addressed:**

**6. Levels and Categories of Student Performance Expected:**

**7. Communication with Students, Caregivers, Colleagues:**

## H. The Assessment Plan

### Directions for Completing H

In this part of the instructional unit, you will provide information about your assessment plan; your pre-and post-assessments; and the alignment of objectives, assessments, and instruction.

You will outline how you will assess your students throughout the unit, in alignment with your learning objectives and the desired depth of knowledge. The assessments are aligned when a) pre-and post-assessments cover the same material in the same way, b) assessments are consistent with the types of knowledge and skills identified in your objectives, c) instruction given is matched to objectives and to the ways students must demonstrate knowledge and skills in assessments. When you identify the depth of knowledge addressed in this unit of study, you may use the schema or descriptors of your choosing, but you should indicate the different kinds of learning (e.g. understanding, applying, analyzing, synthesizing, and evaluating real life situations. etc.) you expect from your students.

Note: The description of your assessment plan must include both formative and summative measures conducted at key points during instruction. For example: pre-assessment(s), observations of student work, oral questions, post-assessment(s), etc.

1. Describe your pre-assessment activity. Explain how you determined student knowledge and skills pertinent to this instructional unit prior to instruction. The pre-assessment may take whatever form is appropriate, but it must yield two types of information:
  - information about each student's entry level (entry into the unit of instruction) knowledge/skills;
  - information from which you will be able to measure student gains in knowledge/skills as a result of instruction; i.e., knowledge/skills gained between pre- and post-assessments.
  - Rubrics, where appropriate

Note: A copy of the pre-assessment must be attached. If you use an activity or assignment for the pre-assessment, attach the directions and information provided to students. Use the **Assessment Design Checklist** on the following page to evaluate your own assessments.

2. Describe the formative assessments you intend to use to monitor and guide student learning. These formative assessments may take many forms. Remember that formative assessments are integral components of your instruction and often result in instructional modifications. You will be asked to reflect on at least two instances of such use of your formative assessments.

Note: Include in the appendix examples and/or descriptions of the formative assessments used in your videotaped or observed lesson(s).

3. Describe the summative assessment or the formal assessment used to determine student gains in knowledge and skills as a result of your instruction. Remember that this assessment must provide information about each student's accomplishment of each learning objective and about his/her gains. This information will be used to complete the next form of the instructional unit. The summative assessment must be one of the following:
  - a repeat of the pre-assessment,
  - a parallel form of the pre-assessment (same kinds of questions, tasks addressing the same objectives/outcomes),
  - an assessment very much like the pre-assessment, perhaps more extensive, that provides similar kinds of data about gains in knowledge/skills identified in the objectives.

**Note:** A copy of the post-assessment must be attached. If you used an assignment or activity as a post-assessment, attach the directions and information provided to students. Use the **Assessment Design Checklist** that follows to evaluate your post-assessment.

4. Describe the role and method of student self-assessment.
5. Describe how you plan to monitor and record the progress of students toward unit learning objectives during instruction (formative assessment)
6. Explain or describe the assessment accommodations or adaptations you will use to meet the diverse needs of your students
7. Describe how you will incorporate technology to develop, implement, and/or analyze your assessments for this unit.

### Assessment Design Checklist

Assessors will rate the following elements of each pre- and post- assessment that is included in the teacher performance assessment. A careful review of each element is recommended.

If paper-pencil tests were used as <b>pre-assessments and post-assessments</b> , do these tests adhere to the principles of good test construction?		
	Yes	No
1. Are the directions for students complete and clear?		
2. Are all test items unambiguous?		
3. Is the test appropriately organized? i.e., item types organized by section, easiest to most difficult (e.g., matching, multiple choice, fill-in-the-blank, essay)		
4. Are the number of points to be awarded for each item specified?		
If <b>activities or assignments were used</b> as pre- and post-assessments, do these activities/assignments adhere to principles of good assessment?		
	Yes	No
5. Are the directions for students complete and clear?		
6. Is there an explanation of how the assignment/activity will be evaluated (scored or graded)?		
7. Is there an explanation of the conditions under which the activity/assignment is to be performed (independent/group)?		
8. Is there a timeline for completion?		

## H. The Assessment Plan

### 1. Pre-Assessment Plan

Description of Pre-Assessments	Depth of Knowledge Level	Objectives Addressed

### 2. Formative Assessment Plan

Description of Formative Assessments	DOK Level	Objectives Addressed

### 3. Post-Assessment Plan

Description of Post-Assessments	DOK Level	Objectives Addressed

### 4. Role of Student Self-Assessment in this Unit

### 5. Plan to monitor student progress

### 6. Assessment Accommodations or Adaptations.

### 7. Plans to Incorporate Technology within Assessment

# I. Designing Instructional Strategies and Activities

## Directions for Completing I

Design a set of learning strategies and activities that you believe will best enable all students in your class to achieve your learning outcomes. As you create your instructional plan, keep in mind the Standard I indicators and associated performance levels.

### 1. Pre-instruction Assessment Analysis

After administering the pre-instructional assessment, and using the learning outcomes as well as any other information collected in your pre-assessment instrument, analyze initial student performance. Using tables, charts, or graphs, present the results of the pre-assessment in a format that allows you to find patterns of student performance as a whole and for groups of students who have diverse needs relative to each learning outcome. Describe the patterns you found. Briefly discuss the implications of the pre-assessment results for your design of instruction.

### 2. Unit Instructional Design

Using a visual organizer such as the block plan below or other format of your choice, outline a series of lessons that facilitate student learning toward unit learning outcomes. Your lessons should include a variety of appropriate instructional strategies. For each lesson, identify the learning outcome(s), describe the specific learner activity or strategy you plan to use along with adaptations to meet diverse student needs and how you plan to assess learner progress on each outcome. Explain how your awareness of achievement gaps within your students guides your instruction.

Lesson #	Learning Objective(s) Addressed	Instructional Strategy/Activity	Needed Adaptations	Assessment(s)

### 3. Videotaped/Observed Lesson(s)

Within your outline of lessons (above), identify with an asterisk(\*) the lesson(s) you plan to video or have observed. Include a fully developed lesson plan (Task A) in the unit appendix. Also, a copy of the lesson plan should accompany the video.

### 4. Use of Technology for Instruction

Describe the type of technology you will use to assist and enhance instruction and/or assessment of your unit.

## Organizing and Analyzing the Results

### J1. Reflecting on the Impact of Instruction

### J2. Communication and Follow-Up

#### Directions for Completing J-1

After you have taught the instructional unit and administered the post-assessment, your next task is to organize and analyze the assessment results. You will organize the results in tabular format and – as part of your analysis – prepare graphic representations of those data.

#### Organizing the Results

Record each student's first name (only), his/her pre-assessment results, his/her post-assessment results, the amount of gain from pre- to post-assessment, and whether or not (yes/no) he/she met each objective based on the results of your post-assessment. In the "Comments" column, note any special conditions or extenuating circumstances to be considered.

Remember that in recording gains, a student may demonstrate gain (e.g., pre-assessment score of 22, post-assessment score of 84 = gain of + 62 points) or regression (e.g., pre-assessment score of 48, post-assessment score of 40 = loss of 8 points).

Also, there is no requirement that pre- and post-assessments are paper-pencil tests. However, you must have a way of determining gains in knowledge and skills, so you will need to know precisely what behaviors/practices you are assessing when you use a project or activity as your means of pre- and post-assessment. See the following examples.

#### **Example 1: Elementary teacher whose INSTRUCTIONAL UNIT was in writing**

- In this lesson on punctuation, my objective regarding student writing was that the student is able to produce an essay on demand that will contain **no more than three errors in punctuation**.
- As pre- and post-assessments, I gave students topics to write about and 25 minutes to produce their essays.
- When I analyzed the post-unit essays for punctuation errors, I found the following:

Students	Pre	Post	Gain/ Loss	Objectives				Comments
				1		2		
				Yes	No	Yes	No	
Joe	11 errors	5 errors	+6		√			Substantial gain, did not meet the objectives. (no more than 3 errors) He was ill during part of the instruction.
Cathy	4 errors	2 errors	+2	√				
Lyle	7 errors	3 errors	+4	√				
Mary	9 errors	10 errors	-1		√			New sibling.

#### **Example 2: High school science teacher whose INSTRUCTIONAL UNIT focused on application of scientific method in a laboratory setting**

- In this lesson on the scientific method, my objective was that students would demonstrate understanding of the scientific method by applying all five steps in solving a problem I gave them in the physics laboratory. During the instruction (the unit), we discussed scientific method and applied it to cases described on paper. We also applied it in a demonstration experiment I conducted with student assistance in front of the class.
- My pre- and post-assessments were laboratory projects (experiments) which students

conducted in teams of two. They then had to write up their work. I made observational notes while they conducted the lab work and scored the inclusion of all steps of the scientific method in their write-ups. The results were:

Students	Pre	Post	Gain	Objectives				Comments
				1		2		
				Yes	No	Yes	No	
Barb/Rachel	4 steps in write-up	All steps in write-up	+1	√				
Ann/Andy	Write-up unclear	4 steps in write-up	+4		√			Team dynamics need improvement. (All five steps were not included in the write-up.)
Mario/Darius	3 steps in write-up	All steps in write-up	+2	√				

(Other teams follow.)

NOTE: Typically, a majority of students (more than 50 percent) will meet the objectives that are established. However, it is unlikely that all students will meet all of the objectives all of the time. When students do not meet the objectives, the new teacher must reflect upon the objectives themselves, the planned assessment(s), and the instruction that took place.

### Analyzing the Results

**Whole Class:** Create a graphic summary that shows the extent to which your students made progress (from pre- to post-assessment) toward learning outcome(s) identified in your Assessment Plan. Summarize what the graph/chart tells you about your students' learning in this unit (e.g., the number of students who met criterion). An Excel file *might* be an appropriate vehicle for this task.

**Diverse Learners:** Where appropriate, create a similar graphic summary comparing results for identified groups of diverse learners in your classroom.

J-1 is used to summarize your analyses of the assessment data. Information from I will be used in the synthesis and interpretation of the impact of instruction.

## J-1. Reflecting on the Impact of Instruction

1. How many students accomplished **all** of the objectives you established for this body of instruction? What % of students **did not** meet all objectives? Were there gap groups? What factors contributed to their success/failure?
2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?
3. Select the learning objective on which your students were **most** successful based on your analysis of student learning. Provide two or more possible reasons for this success.
4. Select the learning objective on which your students were **least** successful based on your analysis of student learning. Provide two or more possible reasons for this lack of success. Describe what you would do differently to improve student performance as evidenced in samples of student work.
5. Since the conclusion of the instructional unit, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?
6. What impact will the information gained from your reflection about your students' performance have on your professional development?

## J-2. Communication and Follow-Up

**J-2** is used to document the feedback provided to students, caregivers, and colleagues regarding classroom expectations, student progress, and ways they can become involved in learning. Note: Several methods of providing feedback should be provided.

### J-2. Communication and Follow-Up

1. Describe several ways in which you introduced and provided feedback throughout the instructional unit. What information did you provide to the groups listed below prior to instruction, during instruction, and after the post-assessment? How did you communicate that information?

- Students
  
- Caregivers
  
- Colleagues

2. How did you use the information gained as a result of your communications?

3. How did you attempt to involve parents/caregivers and colleagues in the learning process?

## III. Glossary

### Defining the Concepts

This section provides general definitions for some of the terms frequently used in the KTIP materials.

**1. Alignment**

Alignment is the consistency among objectives, pre-assessments, instruction, and post-assessments.

**2. Analysis of Data**

Analysis of data includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

**3. Artifacts**

Artifacts are documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not the ability to recall facts.

**4. Benchmarks**

Benchmarks are models of performance that illustrate, by way of example, standards of teaching at different levels.

**5. Context for teaching**

A description of the community, school, and students that are the focus of the instruction is usually found at the beginning of the teaching portfolio. The first form (A1 Describing the Classroom) of the INSTRUCTIONAL UNIT is the description of the context for teaching.

**6. Data**

Information included to provide measured evidence of progress.

**7. Developmentally appropriate**

The use of content, instruction, and assessment that meets the students' ability to reason, interpret, focus, communicate, and interact, both socially and academically.

**8. Differentiation**

The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas and to develop products.

**9. Diverse Student Needs**

Recognizing that students represent various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

**10. Exhibits**

Documents, artifacts, or other products that demonstrate an intern's performance on a task.

**11. Formative Assessment**

All those activities undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs.

**12. Gap Groups**

Those groups of students in a school or classroom who are not performing at the level of proficiency. They might include those students who are English Language Learners, have IEPs, a 504 plan, or some other special education needs, students in a gender gap, or those who are falling behind because of cultural and/or economic environment.

**13. GSSP**

Gifted Student Services Plan

**14. Higher-order thinking**

Classroom strategies go beyond dissemination of factual information and move to challenge students to compare, analyze, synthesize, evaluate, apply, etc.

**15. Holistic scoring**

The process of assigning a single performance level rating based on an overall view of a standard or exhibit. It is an inferential process in which the observer draws some overall conclusions based on evidence gathered from the assessment components using criteria specified by the indicators. The observer assesses the standard as a whole and should resist averaging indicator scores.

**16. IEP**

Individual Education Profile

**17. Instructional Materials**

Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

**18. Interdisciplinary**

Intentionally developed activities which teach connections across content areas and diminish artificial divisions between subject areas; examples could be long-term projects and thematic units.

**19. Learning Outcomes**

Educational aims or end products which encompass all goals and objectives.

**20. LEP**

Limited English Proficiency

**21. Misconceptions**

When a student appears to understand class material – as revealed by his/her tests and in-class discussion – later reveals significant misunderstanding of what he/she learned when asked to answer follow-up questions or to apply what he/she learned.

**22. Objectives**

Objectives have verbs that describe a clear behavior from the student and a criterion.

**23. Performance-based Assessment**

An assessment that includes what a student or teacher is able to do (performance) rather than simply an explanation of what they know.

**24. Professional Development**

The means and activities teachers use to achieve their professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It's an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

**25. Professional Growth Plan**

The plan which teachers use to become more proficient in meeting the Teacher Standards and Indicators. It usually involves self-assessment and a written plan for developing those areas of growth.

**26. Prompts**

Statements that provide directions for the teaching tasks. Prompts utilize guiding questions, suggestions for specific actions, and graphic organizers that the intern can use to complete teaching tasks.

**27. Reflection**

Reflection is a vital part of a performance-based product, i.e., teaching portfolio. The process of reflection involves the reporting and analyzing of teaching philosophies, practices, and experiences. Reflection requires the teacher to understand why a lesson was productive or nonproductive.

**28. Rubric/Scoring Guide**

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance in this TPA. They define criteria to meet the expected teaching standard of performance. For each of Kentucky's ten standards, five to eight indicators have been developed from the Standards. Each component (Planning, Teaching and Evaluating the Results of a Lesson, Professional Responsibilities, and Instructional Unit) of the TPA has rubrics that will be used to evaluate the intern's performance on classroom interactions or TPA exhibits.

**29. Self-Assessment**

A student's evaluation of his/her own work.

**30. Standards**

Brief statements about what the teacher must be able to do. Kentucky's ten teaching standards represent those ten key statements for teacher interns and experienced teachers. The current KTIP model focuses on the *nine* Kentucky New Teacher Standards. The KTIP Pilot Project is experimenting with the inclusion of the leadership standard in the evaluation of interns.

**31. Student-centered**

Strategies built on the natural interests and motivation of the students. Activities place the responsibility on students.

**32. Summative assessment**

Assessment typically used to evaluate the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

**33. Teaching tasks**

An opportunity for the intern to demonstrate performance using standards (e.g., teach a lesson and be observed, design a two- to four-week unit of instruction, analyze learning results for the unit). Teaching tasks are designed to provide opportunities to demonstrate teaching performance.

**34. Technology**

Technology is a catalyst for change in the teaching and learning process. Technology must be considered in the context of curriculum standards, classroom management strategies, new designs for learning, and the most effective pedagogical practices. Technology Standards define technology as consisting of any electronic tool used for solving problems, communicating clearly, processing information, increasing productivity, accomplishing a task, making informed decisions, and enhancing the quality of life. Materials, devices, computers and software that allow a teacher to demonstrate proficiency in Standard IX. Examples of appropriate technology might include but are not limited to MS Office products, STI, white boards or power point presentations, web quests, LCD projectors, computer labs, Alpha Smarts, Read Write Gold or software packages which assist student learning, and email.

**35. Variety of instructional strategies**

Two or more instructional strategies that meet different learning needs of all students.

**36. Work plan**

A structured plan format for collaboration, professional development, and leadership tasks that includes (a) objectives, (b) activities designed to achieve objectives, (c) timeline for completing activities and (d) special resources needed to complete activities.

## **IV. Appendix**

## 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:

<u>Orientation</u> <u>Self-Assessment</u>	<u>Cycle 3</u> <u>Self-Assessment</u>	
_____	_____	Ia. Develop significant objectives aligned with standards.
_____	_____	Ib. Use contextual data to design instruction relevant to students.
_____	_____	Ic. Plan assessments to guide instruction and measure learning objectives.
_____	_____	Id. Plan instructional strategies and activities that address learning objectives for all students.
_____	_____	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:

<u>Orientation</u> <u>Self-Assessment</u>	<u>Cycle 3</u> <u>Self-Assessment</u>	
_____	_____	IIa. Communicate high expectations.
_____	_____	IIb. Establish a positive learning environment.
_____	_____	IIc. Value and support student diversity and addresses individual needs.
_____	_____	IId. Foster mutual respect between teacher and students and among students.
_____	_____	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>	
_____	_____	IIIa. Use a variety of instructional strategies that engage students in active learning aligned with learning objectives.
_____	_____	IIIb. Implement planned instruction based on diverse student needs and assessment data.
_____	_____	IIIc. Use time effectively.
_____	_____	IIId. Use space and materials effectively.
_____	_____	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>	
_____	_____	IVa. Use assessments that are aligned with learning objectives.
_____	_____	IVb. Use a variety of assessments to measure student learning.
_____	_____	IVc. Analyze assessment data to guide instruction and learning and to measure learning progress.
_____	_____	IVd. Communicate learning results to student and parents.
_____	_____	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>	
_____	_____	Va. Use data to reflect on and evaluate student learning.
_____	_____	Vb. Use data to reflect on and evaluate instructional practice.
_____	_____	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>	
_____	_____	Va. Identify students whose learning could be enhanced by collaboration.
_____	_____	VIb. Design a plan to enhance student learning that includes all parties in the collaborative effort.
_____	_____	VIc. Implement planned activities that enhance student learning and engage all parties.
_____	_____	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>	
_____	_____	VIIa. Self assess performance relative to Kentucky's Teacher Standards.
_____	_____	VIIb. Identify priorities for professional development based on self-Assessment, student performance and feedback from colleagues.
_____	_____	VIIc. Design a professional growth plan that addresses identified priorities.
_____	_____	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                      Cycle 3  
Self-Assessment    Self-Assessment

- |       |       |  |
|-------|-------|--|
| _____ | _____ | VIIIa. Communicate concepts, processes and knowledge.  |
| _____ | _____ | VIIIb. Connect content to life experiences of students.  |
| _____ | _____ | VIIIc. Demonstrate instructional strategies that are appropriate for content and contribute to student learning. |
| _____ | _____ | 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                      Cycle 3  
Self-Assessment    Self-Assessment

- |       |       |   |
|-------|-------|---|
| _____ | _____ | IXa. Use technology to design and plan instruction.                           |
| _____ | _____ | IXb. Use technology to implement instruction and facilitate student learning. |
| _____ | _____ | IXc. Use technology to assess and communicate student learning.               |
| _____ | _____ | 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                      Cycle 3  
Self-Assessment    Self-Assessment

- |       |       |  |
|-------|-------|--|
| _____ | _____ | Xa. Identify leadership opportunities that enhance student learning and/or professional environment of the school. |
| _____ | _____ | Xb. Develop a plan for engaging in leadership activities.  |
| _____ | _____ | Xc. Implement a plan for engaging in leadership activities.  |
| _____ | _____ | Xd. Analyze data to evaluate the results of planned and executed leadership efforts.                               |