

KENTUCKY TEACHING CONDITIONS STANDARDS



Kentucky Teaching Conditions Standards

A New Vision of Teaching Conditions

To do their best work with students, teachers need supportive school environments to maximize their opportunity to be effective. With the leadership of Governor Steve Beshear and the Kentucky Department of Education Commissioner, Dr. Terry Holliday, a coalition of education stakeholders, working with the New Teacher Center, created the Teaching, Empowering, Leading, and Learning (TELL) Kentucky Survey to assess whether critical teaching and learning conditions are present in schools across the state.

In March of 2011, the first TELL Kentucky Survey was administered to all Kentucky certified educators employed in the state's 174 school districts. The purpose of the TELL Kentucky Survey is to document and analyze how teachers and other educators view their teaching and learning conditions, so that educators, stakeholders and policymakers can make evidence-based decisions on policies and practices that will improve student achievement and teacher retention.

The anonymous survey was conducted in early spring 2011 with over 42,000 educators in the state responding. Kentucky set a record for a first-time response rate on the TELL survey with 80 percent of teachers responding. Data are available for the state, all school districts and for the 1,286 (out of 1,395) schools in Kentucky that met or exceeded the 50 percent threshold for reporting. All results may be viewed online at www.tellkentucky.org.

Overall, Kentucky educators should consider the following:

- ✓ Research from TELL Kentucky Survey and other surveys across the nation has demonstrated that the presence of positive working conditions has a significant effect on school-wide student achievement.
- ✓ The majority of Kentucky teachers and administrators are satisfied with the teaching and learning conditions in their school. Survey results show that 84 percent of teachers agree that their school is a good place for students to learn and for teachers to teach.
- ✓ Teachers are twice as likely to want to remain working in schools where there is an atmosphere of trust and they feel supported by school leadership.

The following Teaching Conditions Standards can provide educators in Kentucky with a clearer understanding of what policies and practices should be in place in every school to maximize teacher effectiveness. The standards, aligned with areas assessed by the TELL Kentucky Survey, are research-based and critical for teacher success and student success, including: Time; Facilities and Resources; Community Support and Involvement; Managing Student Conduct; Teacher Leadership; School Leadership; Professional Learning; and Instructional Practices and Support.

To further align these Teaching Conditions Standards with other components of the school improvement planning process and educator evaluation system, a continuum of practice has been developed for each standard.

TELL Kentucky Coalition Partners



Kentucky Department
of Education



Jefferson County
Teachers Association



Kentucky Association of
School Administrators



Kentucky Association of
School Councils



Kentucky Association of
School Superintendents



Kentucky
Chamber of Commerce



Kentucky Council on
Postsecondary Education



Kentucky
Education Association



Kentucky Educational
Professional Standards Board



Kentucky
PTA



Kentucky School Boards
Association



Prichard Committee for
Academic Excellence

Teaching Conditions Standard 1: Time

Schools protect teachers' time to plan, collaborate, and provide effective instruction.

1a. Teachers' class sizes facilitate high quality instruction.

- ✓ Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

1b. The School Based Decision Making Councils (SBDM Councils), administrators and other school leaders ensure teachers have sufficient time to provide all students with effective instruction. Organization and protection of uninterrupted time for teachers is present.

- ✓ The SBDM Council policies include organization and protection of uninterrupted teacher instructional time, and school leaders routinely report on the full implementation of this policy.
- ✓ Teachers, administrators and other school leaders are involved in the design of schedules to support maximizing instructional time.
- ✓ Close communications result in maximum instructional time and minimum interruptions.
- ✓ School leaders minimize redundant paperwork at the building level beyond the requirements at the national or state level and work with district leadership to streamline paperwork requirements.

1c. The SBDM Council ensures that teachers have planning time during the instructional day.

- ✓ The SBDM Council policies include teacher planning time during the school day, and school leaders report on the full implementation of this policy.
- ✓ Blocks of time are structured for teachers to plan lessons to meet the diverse learning needs of students.
- ✓ Time is consistently available for regular collaboration between teachers, instructional staff, and school leadership.
- ✓ Collaboration between school leadership, teachers, and support staff ensures that planning time is protected and uninterrupted to the greatest extent possible.

TIME

Reasonable class sizes allow time for teaching and planning. Uninterrupted instructional time is provided to meet the diverse learning needs of all students. Teachers are engaged in the design of school schedules and in ongoing dialogue that leads to maximum instructional time for all students and protects teachers from duties that interfere with their essential role of teaching.

The SBDM Council develops policies that ensure effective use of instructional and non-instructional time. The administrator is responsible for implementation of these policies. School leaders ensure teachers have regular, protected time to engage in planning to meet the diverse learning needs of students.

Time is available for collaboration among teachers, instructional support staff, and school leadership to plan, sequence, and coordinate appropriate curriculum for all students. Leaders engage teachers and support staff to ensure that planning time is protected and uninterrupted to the greatest extent possible.

Teachers have assignments that allow them to routinely plan and effectively implement instruction to meet the diverse needs of all students. Teachers' assignments are carefully, collaboratively and intentionally designed to take into account teachers' expertise and preparation, class sizes, course loads, and student placement.

Schools make efforts to streamline processes to increase instructional time and decrease associated paperwork.

Teaching Conditions Standard 2: Facilities and Resources

Facilities and resources are provided for teachers to deliver quality instruction.

2a. Materials and resources are available to facilitate quality instruction.

- ✓ Teachers have sufficient access to appropriate instructional materials and resources.
- ✓ Materials and resources meet instructional needs of teachers and the learning needs of students.

2b. Technology facilitates 21st Century learning opportunities.

- ✓ Reliable and available technology meets the 21st Century instructional needs of teachers.
- ✓ Technical support is provided to teachers to ensure quality access and use of technology.
- ✓ Training is provided to teachers to ensure quality access and use of technology to enhance student learning.
- ✓ Teachers have access to sufficient communication technology.

2c. Physical environments support teaching and learning.

- ✓ Well-maintained physical environments are matched to teaching and learning needs.
- ✓ Collaboration among school leadership, teachers, and support and maintenance staff ensures quality environments for teaching and learning.
- ✓ The SBDM Council policy includes commitment to teachers work spaces that are supportive of planning and collaboration.

2d. Teachers have access to a broad range of professional support.

- ✓ Teachers have access to professional support that enhances student learning.

FACILITIES AND RESOURCES

Facilities and resources support the teaching and learning environment. Materials and resources are available and meet the instructional needs of teachers and the learning needs of students.

Teachers receive reliable support that enhances their abilities to access and use instructional and communication technology.

Teachers receive reliable support that enhances their abilities to fully utilize available materials and physical resources.

The physical environments of schools address teaching and learning needs and are well maintained. SBDM Council is committed to providing adequate work spaces for teachers that are supportive of planning and collaboration. Most teachers have access to their own work space as well as shared space.

Teachers have access to professional support to improve teaching and learning.

Teaching Conditions Standard 3: Community Engagement and Support

Parents, guardians, and community members are engaged in substantive ways to support and influence the school.

3a. Parents, guardians, and community members support the teachers and school.

- ✓ Parents, guardians, and community members contribute to the success of students.
- ✓ Clear, two-way communication to parents, guardians, and community members is informative and provides opportunities for engagement.

3b. Parents, guardians, and community members are knowledgeable about classroom and school policies and practices.

- ✓ Communication with parents, guardians, and community members is informative and timely.
- ✓ Multiple systems, formats, and languages are used to inform all parents, guardians, and community members about school issues.
- ✓ Parents, guardians, and community members are substantively engaged in strategic action to achieve identified goals (e.g. SBDM Councils, committees, etc.).

3c. Parents, guardians, and community members are provided opportunities to influence the success of the school.

- ✓ Opportunities for participation in school improvement and other decision making processes are guaranteed via the SBDM Council and committees.
- ✓ Engagement of parents, guardians, and community members in school improvement processes and decision making processes is evident.
- ✓ Parents and guardians actively involved in the school reflect the demographics of the school community.
- ✓ School parent organizations are actively involved to support effective teaching and quality learning.

COMMUNITY ENGAGEMENT AND SUPPORT

Parents, guardians, and community members support classroom and school activities.

There is communication with parents, guardians, and community members that provides opportunities for engagement.

Communication with parents, guardians, and community members is accurate and disseminated at regular and reliable intervals.

Communication systems are used to inform parents, guardians and community members about school issues.

Parents, guardians, and community members are involved in school committees, etc.

Opportunities for participation in school improvement and other decision making processes are offered via the SBDM Council and committees.

There is evidence of engaging parents, guardians, and community members in school improvement and decision-making processes.

Parents and guardians involved in the school reflect the demographics of the school community.

School parent organizations meet regularly and make efforts to support effective teaching and quality learning.

Teaching Conditions Standard 4: Managing Student Conduct

Schools implement policies and practices to address student conduct issues and to ensure a safe school environment.

4a. The SBDM Council develops and communicates policies and procedures regarding student conduct and school safety.

- ✓ Educators are knowledgeable about local, state, and federal policies.
- ✓ Collection and analysis of a wide range of data related to student behavior and safety issues guide and inform policies and procedures.
- ✓ Through the work of the SBDM Council, the school community is appropriately involved in the development, review, and revision of policies and procedures for conduct and safety.
- ✓ Frequent communication exists between teachers and school leadership about expectations and consequences for conduct and safety.
- ✓ Regular updates and feedback are provided to parents, guardians, community members, and students regarding classroom and school-wide conduct and safety.

4b. School leadership and teachers consistently enforce policies and procedures regarding student conduct and school safety.

- ✓ A clearly defined system for student conduct and safety is adhered to by all school leadership and teachers.
- ✓ School leadership consistently supports teachers' efforts to maintain student discipline in the classroom.
- ✓ Parents, guardians, and community members are informed and engaged in developing procedures for student conduct and safety.
- ✓ Students are fully informed about policies, procedures, and consequences.
- ✓ School leadership, teachers, and students engage in an open line of communication regarding school safety issues and policies.

MANAGING STUDENT CONDUCT

Educators demonstrate awareness of local, state, and federal policies regarding student conduct and safety.

The school collects data regarding student conduct and safety to inform the development and implementation of policies and procedures for student behavior and safety.

The SBDM Councils appropriately involve the school community in the development, review, and revision of policies and procedures for conduct and safety.

Information is provided to parents, guardians, community members and students regarding classroom and school-wide conduct and safety.

A system of policies and procedures for student conduct and safety is in place and followed by school leadership and teachers. School leadership supports teachers' efforts to maintain student discipline in the classroom.

School leadership, teachers and students engage in communication regarding school safety issues, policies, and consequences.

Teaching Conditions Standard 5: Teacher Leadership

Teachers are involved in decisions that impact classroom and school practices.

5a. Teachers demonstrate leadership in the classroom.

- ✓ Teachers effectively use research-based instructional practices as well as their own expertise to design and deliver instruction to meet student needs.
- ✓ Teachers collaborate with colleagues to inform instructional practices.
- ✓ Teachers use data to inform instructional practices.

5b. Teachers demonstrate leadership in the school.

- ✓ Opportunities exist for teachers to pursue leadership roles.
- ✓ Formal and informal leadership opportunities emerge from teachers' collaboration and decision making.
- ✓ Appropriate professional learning and supports are provided for teachers to assume leadership roles.

5c. Schools have efficient and effective decision making processes that engage teachers.

- ✓ Consistent involvement of teachers in decision making processes is evident.
- ✓ Efficient, effective, and equitable decision making processes are in place.
- ✓ Appropriate professional development and supports are provided for teachers to assume leadership roles.

TEACHER LEADERSHIP

Teachers implement sound, educational, research-based practices. Teachers use their expertise to design and deliver instruction that meets the learning needs of students.

Collaboration occurs among colleagues to inform instructional practice.

Teachers use data to inform instructional practice.

Opportunities exist for teachers to assume leadership roles throughout the school.

Formal and informal opportunities for leadership emerge from collaboration and decision making and vary in responsibility and impact on the school.

Professional learning and supports are available for teachers to assume leadership roles. Processes for teacher involvement in decision making are evident.

Decision making processes are efficient, effective, and equitable.

Teaching Conditions Standard 6: School Leadership

School leaders maintain trusting, supportive environments that advance teaching and learning.

- 6a. An atmosphere of trust and mutual respect is pervasive in the school.**
- ✓ Transparent and effective two-way communication systems exist between school leadership and teachers.
 - ✓ There is consistent support of teachers by school leadership.
- 6b. Teachers' performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning.**
- ✓ Teachers' performance is assessed consistently.
 - ✓ Teachers' performance is assessed objectively.
 - ✓ Performance assessment processes are trusted by teachers.
 - ✓ Teachers receive feedback that is timely and helps improve teaching.
- 6c. The SBDM Council articulates a vision and develops effective strategies for school improvement to be implemented by school leadership.**
- ✓ The faculty and leadership have a shared vision.
 - ✓ The school improvement plan is well designed and fully utilized.
 - ✓ School leadership ensures implementation of the strategies for school improvement.
 - ✓ The SBDM Council monitors the implementation of the strategies for school improvement.
- 6d. School leadership makes sustained efforts to improve teaching and learning conditions.**
- ✓ Leadership proactively and equitably identifies and improves conditions for teaching and learning.
 - ✓ Efforts to improve conditions for teaching and learning are systematic, formalized and well communicated.

SCHOOL LEADERSHIP

Systems are in place for teachers and school leadership to provide opportunities for transparent two-way communication.

School leadership is consistent in some types of support provided for teachers.

Teacher performance is assessed consistently and with objectivity. Teachers trust the performance assessment process. Teachers receive timely feedback on their performance.

Collaboration occurs between school leadership and teachers in an effort to create a shared vision for school improvement.

The school improvement plan is well-designed and utilized.

School leadership implements strategies for school improvement. The SBDM Council monitors the implementation of the strategies for school improvement.

School leadership engages in some communication with teachers in an effort to improve conditions for teaching and learning.

There are efforts to improve conditions for teaching and learning and engaging teachers in the process.

Teaching Conditions Standard 7: Professional Learning

Quality learning opportunities are available for teachers to enhance teaching and learning.

7a. Time and resources are provided for professional learning (as approved by the SBDM Council), ensuring that all teachers have access to continuous learning opportunities.

- ✓ Consistent time and resources ensure continuous professional growth.

7b. Professional learning meets best practice standards for delivery and support.

- ✓ Professional learning aligns with the individual school professional learning plan as approved by the SBDM Council.
- ✓ Professional learning meets best practice standards and is research-based.
- ✓ Professional learning is differentiated and is guided by relevant data to meet the needs of teachers and students.
- ✓ Through the professional growth planning process teachers are provided the opportunity to reflect on their teaching practices and to determine their professional growth needs in collaboration with appropriate school leader(s).

7c. Professional learning enhances the ability of teachers to implement instructional strategies and improve student learning.

- ✓ Professional learning positively impacts instructional practice.
- ✓ Professional learning contributes to improvements in student learning.
- ✓ Follow-up support is provided to ensure successful implementation of knowledge and skills gained from professional learning opportunities.

PROFESSIONAL LEARNING

Teachers have at least the minimal amount of time and resources to learn and implement new instructional strategies.

Professional learning includes elements of the individual school professional learning plan as approved by the SBDM Council.

Professional learning meets best practice standards and is research-based.

Professional learning is data driven and includes elements of differentiation.

Teachers have input in deciding their professional learning needs.

Professional learning positively impacts teachers' instructional practices.

Professional learning contributes to improvements in student learning.

Follow-up support is provided for teachers to implement strategies learned through professional learning.

Teaching Conditions Standard 8: Instructional Practices and Support

Schools provide support for data analysis and teachers' collaboration to improve teaching and learning.

8a. Teachers use formative and summative assessment data to drive instructional practice.

- ✓ Teachers use assessment data to implement appropriate interventions and enrichment strategies to enhance student learning.

8b. Teachers are supported to work collaboratively to develop, align, and improve instructional practices.

- ✓ Teachers engage in collaborative practices across multiple settings.
- ✓ Best practices are developed and shared through collegial opportunities within the school setting.

8c. Teachers are assigned classes that maximize their likelihood of success with students.

- ✓ School leadership actively involves teachers to effectively match teachers' expertise and strengths to students' needs.
- ✓ Teachers use their expertise to make decisions about instructional delivery (e.g. pacing, materials, pedagogy).
- ✓ Teachers are encouraged to use innovative strategies and to take risks to improve instruction.

INSTRUCTIONAL PRACTICES AND SUPPORT

Assessment data is used to implement interventions and enhance student learning.

Teachers have adequate knowledge of, and support for, effective practices to support purposeful collaboration.

There are opportunities for best practices to be developed and shared among colleagues in the school setting.

Teachers are assigned classes based on matching teacher expertise with students' needs.

Teachers have autonomy to make decisions about instructional delivery (e.g. pacing, materials and pedagogy).

Teachers are encouraged to try innovative strategies and to take risks.

Teaching Conditions Continuum

TEACHING CONDITIONS STANDARD 1—TIME

Schools protect teachers' time to plan, collaborate, and provide effective instruction.

1a. Teachers' class sizes facilitate high-quality instruction.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 2.1.A

Distinguished	Accomplished	Proficient	Developing
Teachers have maximum time to plan in order to meet the diverse learning needs of all students due to a school wide systematic approach to designing class sizes, course loads, and student placements.	Teachers routinely plan in order to meet the diverse learning needs of all students due to the coordinated design of class sizes, course loads, and student placement practices.	Teachers have time to plan in order to meet the diverse learning needs of students due to having appropriate class sizes, course loads, and assignments that match training.	Planning time for teachers in order to meet the diverse learning needs of students is insufficient due to the demands of large class sizes, heavy course loads across a wide range of content areas, and/or assignments mismatched with training.

1b. SBDM councils, administrators and other school leaders ensure teachers have sufficient time to provide all students with effective instruction. Organization and protection of uninterrupted time for teachers is present.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: : 2.1.E, 2.1.F, 2.1.G, 2.2.C, 2.2.D, 2.2.E, 2.2.F, 2.2.G

SBDM Council policies include organization and protection of uninterrupted teacher instructional time that result in ample instructional time for all teachers, and school leaders routinely report on the full implementation of this policy.	SBDM Council policies include organization and protection of uninterrupted teacher instructional time, and school leaders report on the full implementation of this policy.	SBDM Council policies include organization and protection of uninterrupted teacher time and implementation is reported by school leaders.	SBDM Council policies do not include organization and protection of uninterrupted teacher time.
Teachers, administrators and other school leaders are involved in the design of schedules that maximize instruction throughout the curriculum in ways that meet the diverse needs of all students and ensure advancement in learning.	School leadership actively involves teachers in the design of daily/weekly instructional schedules for teachers, supports teachers, and provides instructional supports (i.e. media, technology, etc.) to ensure protection of instructional time.	School leadership determines daily/weekly instructional schedules for teachers and supports teachers with regard to protecting instructional time.	School leadership determines daily/weekly instructional schedules for teachers that support teachers with little regard to protecting instructional time.
Regular communication between school leadership, teachers, and support staff consistently utilize and refine systems for maximizing instructional time in ways that advance student learning.	Close communications amongst school leadership and teachers result in maximum instructional time and minimum interruptions.	There are interruptions of instructional time but not on a frequent basis.	There are frequent interruptions during instructional time that require teachers and/or students to respond to office communications and complete school business.
School and district leaders work diligently to streamline paperwork requirements and avoid redundancy.	School leadership works with district leadership to streamline paperwork and minimize redundant paperwork beyond the requirements at the national or state level.	School leadership works to minimize paperwork but it is sometimes redundant at the school and district level.	The lack of regular communication between school leadership, teachers, and central office results in paperwork that is often redundant.

TEACHING CONDITIONS STANDARD 1—TIME (CONTINUED)

Schools protect teachers' time to plan, collaborate, and provide effective instruction.

1c. The SBDM Council ensures that teachers have planning time during the instructional day.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 2.1.B, 2.1.D, 2.2.A, 2.2.B

Distinguished	Accomplished	Proficient	Developing
SBDM Council policies on teacher planning time during the school day result in ample planning time and school leaders routinely report on the full implementation of this policy.	SBDM Council policies include teacher planning time during the school day, and school leaders report on the full implementation of this policy.	SBDM Council policies include teacher planning time during the school day but are not routinely monitored.	SBDM Council policies do not include teacher planning time during the school day.
Time is provided during the school day, and on-going throughout the school year (e.g. early dismissal days, etc.), for teachers to plan, review and improve differentiated lessons that advance learning for all students.	Blocks of time are structured for teachers to plan lessons to meet the diverse learning needs of students.	Minimum sufficient time is provided during the school day for teachers to plan lessons to meet the diverse learning needs of students.	Little or no time is provided during the day for teachers to plan lessons.
The culture of the school supports full engagement in school-wide collaboration to facilitate comprehensive planning to ensure all students receive the highest quality education.	Time is consistently available for regular collaboration between teachers, instructional staff, and school leadership.	Time is available for regular collaboration between teachers, instructional staff, and school leadership.	Little or no time is available during the day for teachers to collaborate with colleagues for planning of instructional practices.
Regular collaboration between school leadership, teachers and support staff ensures that planning time is uninterrupted to support the continuous improvement of student learning and teacher practice.	Collaboration between school leadership, teachers, and support staff ensures that planning time is protected and uninterrupted to the greatest extent possible.	There are limited interruptions to the non-instructional time provided to teachers. Teachers have the state minimum time to plan and collaborate (duty-free lunch and a planning period).	Planning time is often interrupted by meetings or unanticipated duties.

TEACHING CONDITIONS STANDARD 2—FACILITIES AND RESOURCES

Facilities and resources are provided for teachers to deliver quality instruction.

2a. Materials and resources are available to facilitate quality instruction.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.A, 3.1.C, 3.1.D

Distinguished	Accomplished	Proficient	Developing
Teachers have access to a wide range of high quality instructional materials and resources.	Teachers have more than sufficient access to appropriate instructional materials and resources.	Teachers have access to appropriate instructional materials and resources.	Teachers have limited or no access to appropriate instructional materials and resources.
Teachers have reliable access to a wide range of materials and resources that meet the instructional needs of teachers and the learning needs of students.	Teachers often have access to a wide range of materials and resources that meet the instructional needs of teachers and the learning needs of students.	Materials and resources are available to meet instructional needs of teachers and the learning needs of students.	Resources are limited, or unreliable, insufficient, and generally do not meet the instructional needs of teachers and the learning needs of students.

2b. Technology facilitates 21st Century learning opportunities.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.F, 3.1.G, 3.1.H

Teachers have reliable access to a wide range of 21st Century technology across classrooms that are well integrated into the instructional practices of the faculty.	Reliable and available technology meets the 21st Century instructional needs of teachers.	Technology is available to meet the 21st Century instructional needs of teachers.	Technology is unreliable, insufficient, and generally does not meet the instructional needs of teachers or provide 21st Century learning opportunities.
Training is consistently provided to teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices.	Technical support is provided to teachers to ensure quality access and use of technology. Training is often provided to teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices.	Technical support is provided to help teachers to access and use technology. Training is provided to teachers to ensure quality access and use of technology to enhance student learning.	There is little or no support to access and/or use of technology. Little or no training is provided to teachers to ensure quality access and use of technology.
Teachers have consistent access to 21st Century communication technology which facilitates integration into student learning.	Teachers have access to 21st Century communication technology and are often able to integrate into student learning.	Teachers have access to sufficient 21st Century communication technology.	Teachers have limited or no access to communication technology.

TEACHING CONDITIONS STANDARD 2—FACILITIES AND RESOURCES (CONTINUED)

Facilities and resources are provided for teachers to deliver quality instruction.

2c. Physical environments support teaching and learning.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.F, 3.1.G, 3.1.H

Distinguished	Accomplished	Proficient	Developing
School leadership, teachers and support staff take an active part in the maintenance and enhancement of the physical environment to ensure they are matched to teaching and learning needs. Stakeholders take pride in their school environment.	Effective and well maintained physical environments are matched to teaching and learning needs.	Well maintained physical environments support teaching and learning needs.	Lack of appropriate physical environments and/or lack of maintenance limit teaching and learning. Quality and care of physical environments are inconsistent and may be sporadic and reactive.
Routine collaboration among school leadership, teachers, support and maintenance staff ensures quality environments for teaching and learning.	Collaboration among school leadership, teachers, support staff and maintenance staff ensures quality environments for teaching and learning.	There is adequate work space to ensure quality environments for teaching and learning.	Work space is insufficient. Teachers have limited or no access to shared work space.
SBDM Council policy includes commitment to teachers' work spaces such that they are supportive of planning and collaboration. All teachers have access to a variety of work spaces that support a wide range of planning and collaboration.	SBDM Council ensures teachers have work spaces that are supportive of planning and collaboration. Teachers have access to their own work space and to a variety of additional work settings and spaces that support a wide range of activities.	SBDM Council is committed to providing adequate work spaces for teachers that are supportive of planning and collaboration. Most teachers have access to their own work space as well as shared space.	There is no evidence the SBDM Council is committed to ensuring teachers' work spaces are adequate and supportive of the learning environment.

2d. Teachers have access to a broad range of professional support.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.E

Collaboration with teachers, school leaders and professional support personnel result in schedules which are designed to allow access to a broad range of professional support to improve teaching and student learning.	Most schedules for teachers are designed to allow access for professional support that enhances student learning.	Teachers have access to professional support that enhances student learning.	Teachers have schedules that allow for little or limited access to professional support that enhance student learning.
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TEACHING CONDITIONS STANDARD 3—COMMUNITY SUPPORT AND INVOLVEMENT

Parents, guardians and community members are engaged in substantive ways to support and influence the school.

3a. Parents, guardians and community members support the teachers and school.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 4.1.F, 4.1.G, 4.1.H

Distinguished	Accomplished	Proficient	Developing
Parents, guardians, and community members are systematically integrated in classrooms and school activities in ways that ensure success for students.	Parents, guardians, and community members contribute to the success of students.	Parents, guardians, and community members support classroom and school activities.	There is minimal or no engagement of parents, guardians, or community members in classroom or at school activities.
Parents, guardians, and community members communicate with teachers and school leadership to maintain high levels of support and consistent engagement at school.	Clear, two-way communication to parents, guardians, and community members is informative and provides opportunities for engagement	There is communication with parents, guardians, and community members that provides opportunities for engagement.	There is occasional communication to parents, guardians, and community members about classrooms and the school.

3b. Parents, guardians and community members are knowledgeable about classroom and school policies and practices.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 4.1.B, 4.1.D, 4.1.E

Communication with parents, guardians, and community members is accurate, informative, timely, and occurs regularly.	Communication with parents, guardians, and community members is accurate, informative and timely.	Communication with parents, guardians, and community members is accurate and disseminated at regular and reliable intervals	The amount and accuracy of communications about the classroom and school are inconsistent and tend to be reactive and sporadic.
Multiple systems, formats, and languages are consistently used for two-way communication with parents, guardians, and community members about school issues.	Multiple systems, formats, and languages are used to inform all parents, guardians, and community members about school issues.	Communication systems are used to inform to inform parents, guardians and community members about school issues.	Limited communication formats and languages are used to inform parents and community members.
Parents, guardians, and community members are valued as influential decision makers in the educational process and are substantively engaged in strategic action to achieve identified goals (e.g. SBDM Councils, committees, etc.).	Parents, guardians, and community members are engaged in strategic action to achieve identified goals (e.g. SBDM Councils, committees, etc.).	Parents, guardians, and community members are involved in school committees, etc.	Parents, guardians, and community members have limited or no involvement in school committees, etc.

TEACHING CONDITIONS STANDARD 3—COMMUNITY SUPPORT AND INVOLVEMENT (CONTINUED)

Parents, guardians and community members are engaged in substantive ways to support and influence the school.

3c. Parents, guardians and community members are provided opportunities to influence the success of the school.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 4.1.A, 4.1.C

Distinguished	Accomplished	Proficient	Developing
Parents, guardians, and community members are valued as integral partners in decision making to ensure successful outcomes for students and the school through the school improvement process.	Opportunities for participation in school improvement and other decision making processes are guaranteed via the SBDM Council and committees.	Opportunities for participation in school improvement and other decision making processes are offered via the SBDM Council and committees.	Little or no formal opportunities are in place for parents, guardians, and community members to participate in decision making at the school.
There is evidence of active and on-going engagement of parents, guardians, and community members in the school improvement and decision-making processes.	There is evidence of proactive engagement of parents, guardians, and community members in school improvement and decision making processes.	There is evidence of engaging parents, guardians, and community members in school improvement and decision-making processes.	Little or no evidence exists of engaging parents, guardians, and community members in school improvement and decision-making processes.
Parent and guardian involvement reflective of the demographics of the school community is encouraged and evident.	Parents and guardians actively involved in the school reflect the demographics of the school community.	Parents and guardians involved in the school reflect the demographics of the school community.	Parent and guardian involvement is not representative of the school community.
The school parent organizations are comprehensively engaged in classrooms and school programs and advocates for the staff and students within the community.	School parent organizations are actively involved to support effective teaching and quality learning.	School parent organizations meet regularly and make efforts to support effective teaching and quality learning.	The school parent organizations at the school rarely meet and have limited participation.

TEACHING CONDITIONS STANDARD 4—MANAGING STUDENT CONDUCT

Schools implement policies and practices to address student conduct issues and ensure a safe school environment.

4a. SBDM Council develops and communicates policies and procedures regarding student conduct and school safety.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 5.1.A, 5.1.C, 5.1.E, 5.1.G, 5.1.I

Distinguished	Accomplished	Proficient	Developing
School leadership and teachers collaborate to ensure that all teachers and school staff maintain accurate and current knowledge of local, state, and federal policies on student conduct and school safety.	Educators are knowledgeable and communicate expectations as required in local, state, and federal policies regarding student conduct and safety.	Educators demonstrate awareness of local, state, and federal policies regarding student conduct and safety.	Educators have limited awareness of local, state, and federal policies regarding student conduct and safety.
Classroom, school and district data is collected regularly to provide timely information to inform consistent implementation of classroom management practices and student conduct policies.	Collection and analysis of a wide range of data related to student behavior and safety issues guide and inform policies and procedures at the school.	The school collects data regarding student conduct and safety to inform the development and implementation of policies and procedures for student behavior and safety.	There is incomplete school data on student conduct and safety.
The SBDM Council is involved in the ongoing development and monitoring of policies and procedures for student conduct and safety. Students, parents, guardians, and community members know they are encouraged to be part of the decision-making process.	Through the work of the SBDM Council, the school community is appropriately and pro-actively involved in the development, review, and revision of policies and procedures for conduct and safety.	The SBDM Councils appropriately involve the school community in the development, review, and revision of policies and procedures for conduct and safety.	There is little to no evidence the SBDM Council involves parents, guardians, and community members on student conduct and safety procedures.
Policies and procedures in place provide ample opportunities for dialogue between school leadership and teachers in establishing and maintaining a safe, welcoming environment.	Frequent communication exists between teachers and school leadership about expectations and consequences for conduct and safety.	Communication exists between teachers and school leadership about expectations and consequences for conduct and safety.	Little or no communication exists between teachers and school leadership about expectations and consequences for conduct and safety.
Community forums provide updates and opportunities for dialogue between students, parents, guardians, and community members regarding classroom and school-wide conduct and safety.	Regular updates are provided to parents, guardians, community members, and students regarding classroom and school-wide conduct and safety. Feedback from the community is encouraged.	Information is provided to parents, guardians, community members and students regarding classroom and school-wide conduct and safety.	Parents, guardians, community members and students do not receive regular feedback regarding classroom and school-wide conduct and safety.

TEACHING CONDITIONS STANDARD 4—MANAGING STUDENT CONDUCT (CONTINUED)

Schools implement policies and practices to address student conduct issues and ensure a safe school environment.

4b. School leadership consistently demonstrates support of teachers' efforts to maintain student discipline in the classroom.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 5.1.B, 5.1.D, 5.1.E, 5.1.F

Distinguished	Accomplished	Proficient	Developing
Proactive systems for implementing, managing, and reviewing student conduct and safety are in place and actively utilized by school leadership and teachers.	A clearly defined system for student conduct and safety is adhered to closely by all school leadership and teachers.	A system of policies and procedures for student conduct and safety is in place and followed by all school leadership and teachers.	Enforcement of policies and procedures is inconsistent across teachers and school leadership. School leadership, teachers, and students often have different interpretations of expectations and policies.
Through excellent decision making processes involving the staff, school leadership consistently supports teachers' efforts to maintain student discipline in the classroom.	School leadership, teachers, and students engage in an open line of communication regarding school safety issues, policies, and consequences.	School leadership supports teachers' efforts to maintain student discipline in the classroom.	School leadership does not consistently support teachers' efforts to maintain student discipline in the classroom.
Students, parents, guardians, and community members are engaged in dialogue about potential revisions to school wide policies and procedures for student conduct and safety.	Parents, guardians, and community members are informed and engaged in developing procedures for student conduct and safety. Students are fully informed about policies, procedures, and consequences.	Parents, guardians, and community members are informed about the implementation and enforcement of policies and procedures for student conduct and safety. Students are informed of policies, procedures, and consequences.	Parents, guardians, and community members are not informed or included in the enforcement of policies and procedures. Limited information is provided to inform students of policies, procedures, and consequences.
School leadership, teachers and students consistently communicate and are actively involved in the creation and implementation of policies regarding conduct and safety.	School leadership consistently supports teachers' efforts to maintain student discipline in the classroom through regular feedback and communication between staff, leadership and students.	School leadership, teachers and students engage in communication regarding school safety issues, policies, and consequences.	Communication between school leadership and teachers on enforcement of policies and procedures for student conduct and safety are minimal and often reactive.

TEACHING CONDITIONS STANDARD 5—TEACHER LEADERSHIP

Teachers are involved in decisions that impact classroom and school practices.

5a. Teachers demonstrate leadership in the classroom.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 6.1.A, 6.1.B, 6.1.C

Distinguished	Accomplished	Proficient	Developing
Teachers consistently and effectively use research-based instructional practices and share successful strategies with colleagues.	Teachers effectively use research-based instructional practices by monitoring and documenting the impact on student success. Teachers make appropriate decisions about instructional practices that maximize student learning.	Teachers implement sound educational research-based practices. Teachers use their expertise to design and deliver instruction that meets the learning needs of students.	Teachers are aware of sound research-based educational practices (e.g. methods of teaching, content, etc.). Teachers have little input into decisions made about instructional practices (e.g. instructional materials, pedagogy, pacing, etc.).
Teachers assume leadership in working collaboratively with colleagues to improve instructional practices across the school.	Teachers collaborate to make appropriate decisions about instructional practices that maximize student learning.	Collaboration occurs among colleagues to inform instructional practice.	Little or no collaboration occurs among colleagues to inform instructional practice.
Instruction is data driven throughout the school. Data use and best practices from collaboration drive school-wide instructional decision-making and improvement planning.	Teachers assess and improve their instructional practices based on effective use of data and sharing best practices through collaboration with colleagues.	Teachers use data to inform instructional practice.	There is little evidence of instructional practice being data driven.

5b. Teachers demonstrate leadership in the school.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 6.1.D, 6.1.E, 6.1.F, 6.1.G

Leadership is distributed, systematically fostered, and pervasive across the school.	Leadership opportunities are abundantly available and actively pursued by teachers.	Opportunities exist for teachers to assume leadership roles throughout the school.	Teachers are not provided opportunities for leadership roles throughout the school.
Teachers encourage their colleagues to take on leadership in the classrooms, the school, the district, and the profession and support them in their efforts. Teachers' leadership is a celebrated and integral component when developing school policies and practices.	Formal and informal opportunities for teacher leadership are encouraged and emerge out of collaboration and decision making.	Formal and informal opportunities for leadership emerge from collaboration and decision making and vary in responsibility and impact on the school.	Opportunities for teacher leadership do not emerge from collaboration and decision making.
A variety of professional learning and supports are both provided, and encouraged, to help teachers strengthen leadership roles.	A variety of professional development and supports are provided for teachers to assume leadership roles.	Professional learning and supports are available for teachers to assume leadership roles.	Limited or ineffective processes for professional learning and supports are available for teachers to assume leadership roles.

TEACHING CONDITIONS STANDARD 5—TEACHER LEADERSHIP (CONTINUED)

Teachers are involved in decisions that impact classroom and school practices.

5c. Schools have efficient and effective decision making processes that engage teachers. <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 6.1.E, 6.1.F, 6.1.G, 6.5, 6.2 A-H</i>			
Distinguished	Accomplished	Proficient	Developing
Teachers are valued and significant leaders in decision making processes.	Teachers are actively involved in the decision making processes at the school.	Processes for teacher involvement in decision making are evident.	Processes are in place to address concerns and/or shape school policies and practices, but there is little or no teacher input.
All educators assume responsibility to ensure that decision making processes are efficient, effective, and equitable.	Processes in place are efficient and consider equity of representation and participation.	Decision making processes are efficient, effective, and equitable.	Decision making processes are not efficient, effective or equitable.

TEACHING CONDITIONS STANDARD 6—SCHOOL LEADERSHIP

School leadership maintains trusting supportive environments that advance teaching and learning.

6a. An atmosphere of trust and mutual respect is pervasive in the school.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 7.1.B, 7.1.C, 7.1.D

Distinguished	Accomplished	Proficient	Developing
Transparent and effective two-way communication between school leadership and teachers is, efficient, reliable, inclusive, and easily utilized.	Transparent and effective two-way communication systems exist between school leadership and teachers.	Systems are in place for teachers and school leadership to provide opportunities for transparent two-way communication. Most teachers are aware of them, but not all teachers utilize them in the same ways.	Two-way communication between teachers and school leadership is often sporadic and based on immediate needs. Some teachers are aware of procedures for communicating with administration.
School leadership maintains a proactive approach to supporting all teachers consistently across a wide range of needs and interests.	School leadership consistently supports teachers in multiple areas.	School leadership is consistent in some types of support provided for teachers. Inconsistency may occur across different leaders or in support of different teachers.	School leadership inconsistently supports teachers.

6b. Teachers' performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 7.1.E, 7.1.F, 7.1.G, 7.1.H, 7.1.I

Teachers and school leadership engage in targeted professional learning, regular follow up, and goal setting using the teacher evaluation process.	Teacher performance is assessed consistently. Teachers trust that the process is implemented with fidelity.	Teacher performance is assessed consistently.	There is inconsistency in assessing teacher performance.
Teachers and school leadership engage in targeted professional learning, regular follow up, and goal setting based on an evaluation process that is objective.	Teacher performance is assessed objectively and regular follow up provided to enhance student learning.	Teacher performance is assessed with objectivity.	Teacher performance is not assessed objectively.
Teachers both trust the performance assessment processes and use the results to enhance instructional practices and support teacher growth. Teachers are encouraged to share best-practices.	Performance assessment processes are trusted by teachers and the results influence instructional practices.	Teachers trust the performance assessment process.	Not all teachers trust the performance assessment process.
Meaningful feedback and consistent follow up enhances teacher effectiveness.	Teachers receive feedback that can help them improve teaching in a meaningful way.	Teachers receive timely feedback on their performance.	Little feedback or follow-up is offered to teachers to help improve performance.

TEACHING CONDITIONS STANDARD 6—SCHOOL LEADERSHIP (CONTINUED)

School leadership maintains trusting supportive environments that advance teaching and learning.

6c. The SBDM Council articulates a vision and develops effective strategies for school improvement to be implemented by school leadership.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 7.1.A, 7.1.J, 6.6

Distinguished	Accomplished	Proficient	Developing
The vision for school improvement is clear, well-articulated, broadly distributed and integral in decision-making by all stakeholders.	School leadership and teachers use a shared vision to design and implement the school improvement plan.	Collaboration occurs between school leadership and teachers in an effort to create a shared vision for school improvement.	There is little or no shared vision between school leadership and teachers in an effort to implement the school improvement plan.
The school improvement plan is well designed, proactive, and effectively engages all stakeholders.	School leadership and teachers collaborate to design and implement the school improvement plan.	The school improvement plan is well designed and utilized.	The school improvement plan is unclear and not fully utilized.
School leadership fully implements effective strategies for continuous school improvement.	School leadership ensures the implementation of strategies for school improvement.	School leadership implements strategies for school improvement.	School leadership does not ensure the strategies for school improvement will be implemented.
The SBDM Council works with school leadership to ensure the implementation of strategies which result in measurable school improvement.	The SBDM Council monitors and provides feedback on the implementation of the strategies for school improvement.	The SBDM Council monitors the implementation of the strategies for school improvement.	The SBDM Council does not monitor implementation of the school improvement plan.

6d. School leadership makes sustained efforts to improve teaching and learning conditions.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 7.3 A-I, 7.1.D

School leadership maintains a proactive, consistent, transparent, and collaborative approach to improving conditions for teaching and learning.	School leadership proactively and equitably identifies and improves conditions for teaching and learning.	School leadership engages in some communication with teachers in an effort to improve conditions for teaching and learning.	Little communication occurs between teachers and school leadership to identify and address needs to improve conditions for teaching and learning.
Efforts to improve conditions for teaching and learning are proactive, collaborative, well communicated and systematically engage the faculty in analysis and problem solving in ways that ensure positive outcomes.	All efforts to improve conditions for teaching and learning are formalized, well communicated, and engage most teachers in problem solving.	There are efforts to improve conditions for teaching and learning and engaging teachers in the process.	Efforts to improve conditions for teaching and learning are generally reactive and may only occur under duress.

TEACHING CONDITIONS STANDARD 7—PROFESSIONAL LEARNING

Quality learning opportunities are available for teachers to enhance teaching and learning.

7a. Time and resources are provided for professional learning (as approved by the SBDM Council), ensuring all teachers have access to continuous learning opportunities.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 8.1.A, 8.1.B

Distinguished	Accomplished	Proficient	Developing
School leadership and teachers value professional learning; continuous learning opportunities for the faculty are systematically embedded in the School Improvement Plan.	Teachers consistently have the time and resources they need to participate in continuous learning opportunities.	Teachers have at least the minimal amount of time and resources to learn and implement new instructional strategies.	Adequate resources are not provided and teachers are given minimal or no time to participate in continuous learning opportunities.

7b. Professional learning meets best practice standards for delivery and support.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 8.1.C, 8.1.D, 8.1.E, 8.1.I, 8.1.J, 8.1.K

School leadership works to ensure that professional learning is appropriate, meaningful and is aligned with the professional learning plan approved by the SBDM Council.	Professional learning is aligned with individual school professional learning plan as approved by the SBDM Council.	Professional learning includes elements of the individual school professional learning plan as approved by the SBDM Council.	There is little to no evidence that professional learning aligns with the individual school professional learning plan as approved by the SBDM Council.
Teachers' analyses of student learning data helps ensure professional learning is based on best practices to address specific improvements in instructional practices and student learning.	Professional learning meets best practice standards, is research-based and informs collaborative efforts for improving instruction in the school.	Professional learning meets best practice standards and is research-based.	Professional learning is implemented without a clear understanding of its ties to best practices.
Ongoing professional learning actively engages teachers in addressing student needs and is both differentiated and data-driven.	Professional learning is differentiated, data driven and meets the needs of teachers and students.	Professional learning is data-driven and includes elements of differentiation.	Professional learning is often not differentiated and generally only meets the needs of a few teachers.
Teachers are encouraged and given the opportunity to reflect on their own teaching practices and are encouraged to determine their professional growth needs in collaboration with school leadership.	Teachers reflect on their teaching practices and determine their professional learning needs in collaboration with appropriate school leaders.	Teachers have input in deciding their professional learning needs.	Teachers are not provided the opportunity to determine their own professional learning needs.

TEACHING CONDITIONS STANDARD 7—PROFESSIONAL LEARNING (CONTINUED)

Quality learning opportunities are available for teachers to enhance teaching and learning.

7c. Professional learning enhances the abilities of teachers to implement instructional strategies and improve student learning.

Kentucky Teaching Conditions Survey Questions to Inform Reflection: 8.1.L, 8.1.M, 8.2, 8.3

Distinguished	Accomplished	Proficient	Developing
Professional learning leads to reflective practice that consistently impacts classroom instruction. Formal and informal systems are in place to measure impact of professional learning.	Professional learning positively impacts instructional practices of many teachers. Limited systems are in place to measure impact.	Professional learning positively impacts teachers' instructional practices.	Professional learning has minimal or no impact on instructional practices.
Professional learning consistently impacts student learning. Formal and informal systems are in place to measure impact of professional learning.	Professional learning positively impacts student learning.	Professional learning contributes to improvements in student learning.	Professional learning has minimal or no impact on student learning.
Implementation of instructional strategies emerging out of professional learning is promoted and celebrated. Consistent and meaningful follow-up is provided for all teachers.	Consistent follow-up support for successful implementation of strategies learned through professional learning is provided.	Follow-up support is provided for teachers to implement strategies learned through professional learning.	Little follow-up is provided for teachers to use instructional practices learned through professional learning.

TEACHING CONDITIONS STANDARD 8—INSTRUCTIONAL PRACTICES AND SUPPORT

Schools provide support for data analysis and teachers' collaboration to improve teaching and learning.

8a. Teachers use formative and summative assessment data to drive instructional practice. <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 9.1.A, 9.1.B, 9.1.C</i>			
Distinguished	Accomplished	Proficient	Developing
The use of assessment data to implement interventions and strategies is both supported and encouraged.	Teachers routinely use assessment data to implement appropriate interventions and enrichment strategies to enhance student learning.	Assessment data is used to implement interventions and enhance student learning.	Little or no assessment data is used in the development of interventions and enrichment strategies.
8b. Teachers are supported to work collaboratively to develop, align and improve instructional practices. <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 9.1.D, 9.1.E, 9.1.F, 9.1.G, 9.1.H</i>			
Teachers utilize expert knowledge of collaborative practices in ways that advance effective teaching and student learning in formal and supported professional learning groups.	Teachers engage in collaborative practices across multiple settings.	Teachers have adequate knowledge of, and support for, effective practices to support purposeful collaboration.	Teachers have little knowledge of or support for effective collaborative practices.
Collegial opportunities to develop and share best practices are abundant and encouraged in the school setting.	Best practices are developed and shared through planned collegial opportunities within the school setting.	There are opportunities for best practices to be developed and shared among colleagues in the school setting.	Teachers have little or no opportunity to develop and share best practices with colleagues in the school setting.
8c. Teachers are assigned classes that maximize their likelihood of success with students. <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 9.1.G</i>			
Teachers are systematically assigned classes that fully utilize teacher expertise, meet students' needs, and maximize student learning.	Teachers are assigned classes intentionally in ways that utilize teacher expertise to meet students' needs and impact learning.	Teachers are assigned classes based on matching teacher expertise with students' needs.	Little or no consideration is taken of teachers' course load, teaching ability, content knowledge or experience in assigning class sizes and assignments.
Teachers are considered experts and are trusted to make decisions about delivery (i.e. pacing, materials and pedagogy.)	Teachers routinely make decisions about instructional delivery (e.g. pacing, materials and pedagogy) based on their expertise.	Teachers have autonomy to make decisions about instructional delivery (e.g. pacing, materials and pedagogy.)	Teachers do not have autonomy to make decisions about instructional delivery (e.g. pacing, materials and pedagogy.)
Teachers are both supported and strongly encouraged to use innovative strategies and to take risks to improve instruction.	Teachers routinely use innovative strategies and take risks to improve instruction.	Teachers are encouraged to try innovative strategies and to take risks.	Teachers are not encouraged to try innovative strategies or to take risks to improve instruction.

Glossary of Terms

Administrator includes principals, assistant principals and/or deans.

Instructional time includes any time during the day when teachers are responsible for facilitating student learning.

Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.

Paperwork includes both electronic and paper forms and documentation that must be completed to comply with school, district, state, and federal policies.

Parent Teacher Organization is a formal organization of parents, teachers and school staff to promote the volunteerism of parents, encourage teachers and students, engage the community, and improve the welfare of students and families at their child's school.

Professional learning includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

Professional Support Personnel includes positions such as school counselors, nurses, school psychologist, social workers and media specialist.

School Based Decision Making (SBDM) Councils were established in statute in 1990 by [KRS 160.345](#). School councils promote shared leadership among those who are close to the students. Membership of each council includes parents, teachers and an administrator of the school. The council has the responsibility to set school policy and make decisions outlined in statute which shall provide an environment to enhance student achievement and help meet the goals established in [KRS 158.645](#) and [158.6451](#).

School leadership includes individuals, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant or developing and implementing the school budget.

About New Teacher Center

New Teacher Center focuses on improving student learning by accelerating the effectiveness of new teachers. NTC partners with states, school districts, and policymakers to design and implement systems that create sustainable, high-quality mentoring and professional development; build leadership capacity; work to enhance teaching conditions; improve retention; and transform schools in vibrant learning communities where all students succeed.



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