

GCMS Teacher Self Reflection 18-19

Using a copy of the Teacher's Framework answer the following questions for your reflection. This is due by the end of the day on August 31, 2018.

Self Reflection is used to establish your priority growth needs. You will use this to determine what the focus for your Professional Growth Plan will be. Once you submit this form, you will automatically receive a copy of your answers through email.

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GCMS Teacher Self Reflection 18-19

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* Required

Teacher Information

What is your Last Name? *

Your answer

What is your First Name? *

Your answer

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Your answer

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1A - Demonstrating Knowledge of Content and Pedagogy *

1B - Demonstrating Knowledge of Students *

Mathematical Practice Framework for Teaching, 2011

Version 1.0: Planning & Instruction

Adapted for Kentucky Department of Education

1B - Demonstrating Knowledge of Students	Teacher does not teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and related pedagogy but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active and elaborative engagement with content. While there are patterns in cognitive, social, and emotional development that are typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have been largely schooled, even that include all ethnic and racial groups, students in their neighborhood, and family and cultural tradition. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding.			
	Ineffective	Developing	Accomplished	Exemplary
- Knowledge of Child and Adolescent Development - Knowledge of the Learning Process - Knowledge of Students' Skills, Knowledge, and Language Proficiency - Knowledge of Students' Learning Styles and Cultural Background - Knowledge of Students' Special Needs	Teacher demonstrates a general understanding of how students learn and what knowledge and skills they possess, culture, ability, language proficiency, interests, and special needs, and utilizes this knowledge about the student as a whole.	Teacher indicates growing capacity of understanding how students learn and the students' backgrounds, culture, ability, language proficiency, interests, and special needs, and utilizes this knowledge about the student as a whole.	- Teacher understands the nature of student learning and utilizes information about levels of development for groups of students. - The teacher also purposefully uses knowledge from critical features of students' backgrounds, ability, skills, language proficiency, interests, and special needs and utilizes this knowledge about groups of students.	Teacher actively uses knowledge of students' levels of development and their backgrounds, culture, ability, language proficiency, interests, and special needs to make plans of instruction that are tailored for individual students.
Critical Attributes	- Teacher does not understand what developing students learn and how they learn, especially for students. - Teacher does not try to understand varied ability levels among students in the class. - Teacher is not aware of student interests or cultural differences. - Teacher takes no responsibility to learn about students' individual learning disabilities.	- Teacher does not learn about the student but does not try to understand what developing students learn and how they learn, especially for students. - Teacher is aware of the different ability levels in the class but does not try to understand what developing students learn and how they learn, especially for students. - The teacher recognizes that students have different interests and cultural backgrounds but rarely shows or uses connections or differentiated materials to address individual differences. - The teacher uses differentiated materials and learning disabilities with some students but does not use or understand the importance of that knowledge.	- The teacher knows, for groups of students, their levels of cognitive development. - The teacher is aware of the different cultural backgrounds in the class. - The teacher has a good idea of the range of interests of students in the class. - The teacher has identified "high", "mid-range", and "low" groups of students within the class. - The teacher is well informed about students' cultural backgrounds and uses this knowledge to plan lessons. - The teacher is aware of the special needs of students and uses this knowledge to plan lessons.	- In addition to the characteristics of "accomplished": - The teacher uses ongoing methods to assess students' skills and interests and adjusts instruction accordingly. - The teacher uses all information about individual students to plan lessons and adjust instruction accordingly. - The teacher maintains a system of updated student records and uses pertinent records and/or learning needs to plan lessons.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

1B - Demonstrating Knowledge of Students - What is your rationale for your rating of yourself? *

Your answer

11/11/2011 11:11:11 AM

1C - Selecting Instructional Outcomes *

Charlotte Barber's Framework for Teaching, 2011

Focus: Learning & Instruction

Adapted for Kentucky Department of Education

1C - Setting Instructional Outcomes - Value, importance, and alignment - Clarity - Balance - Accessibility for diverse learners	Teaching is a purposeful activity; even the most experienced teachers are expected to establish certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn, the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and mind level themselves to a written form of assessment so that all students are able to demonstrate their understanding. The content, level of the outcomes determine the instructional strategy, the resources used, their availability for diverse learners, and the methods of assessment employed, they hold a central place in designing learning outcomes and a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to deep learning, which is important for students to learn to read, but educators also hope that they will be able to read. In addition, experienced teachers are able to link their learning outcomes with other both within their disciplines and in other disciplines.			
	Ineffective - Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. - Outcomes are stated in a vague manner that is hard to measure. - Outcomes reflect only one type of learning and only one discipline standard and are suitable for only some students.	Developing - Outcomes represent moderate high expectations and rigor. - Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and standards. - Outcomes reflect several types of learning, but teacher has made no attempt to consider differentiation or integration. - Most of the outcomes are suitable for most of the students in the class, in accordance with global assessment of student learning.	Accomplished - Most outcomes represent rigorous and important learning in the discipline. - All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. - Outcomes reflect several different types of learning and opportunities for differentiation. - Outcomes take into account the learning needs of groups of students.	Exemplary - All outcomes represent rigorous and important learning in the discipline. - The outcomes are clear, are written in the form of student learning, and provide viable methods of assessment. - Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both modification and integration. - Outcomes take into account the varied needs of individual students.
Global Attributes	- Outcomes lack rigor. - Outcomes do not represent important learning in the discipline. - Outcomes are not clear or are stated in a vague manner. - Outcomes are not suitable for many students in the class.	- Outcomes represent a mixture of low expectations and rigor. - Some outcomes reflect important learning in the discipline. - Outcomes are suitable for most of the class.	- Outcomes represent high expectations and rigor. - Outcomes are related to the "big ideas" of the discipline. - Outcomes are written in terms of what students will learn rather than do. - Outcomes represent a range of factual, conceptual and procedural, thinking, social, management, and communication. - Outcomes are suitable to groups of students in the class and are differentiated where necessary.	In addition to the characteristics of "accomplished": - Outcomes clearly show important learning in the discipline and are written in the form of student learning. - Outcomes are differentiated to represent individual students in the class.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

1C - Selecting Instructional Outcomes - What is your rationale for your rating of yourself? *

Your answer

1D - Demonstrating Knowledge of Resources *

Charlotte Danielson's Framework for Teaching, 2013

Domain 1: Planning & Preparation

Adapted for Kentucky Department of Education

1D - Demonstrating Knowledge of Resources	Student learning is enhanced by a teacher's skillful use of resources, some of which are provided by the school as "official" materials, often are learned by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skills, and those that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. An exemplary teacher also ensures that the selection of materials and resources is appropriately challenging for every student's needs. For example, are available at various reading levels to guarantee all students access to the content and when used, help to help the teacher to address individual and non-academic needs.			
	Ineffective	Developing	Accomplished	Exemplary
Resources for Classroom Use Resources for Professional Development Resources for Student Use	Teacher displays a limited or dated resources for classroom use, for the expansion of their own knowledge, or for students.	Teacher displays basic resources of varied student resources available for classroom use, for the expansion of their own knowledge, and for students, but the knowledge of resources is still in process.	Teacher displays a variety of resources, not only through the school and district but also through sources external to the school and on the Internet, available for classroom use, for the expansion of knowledge of resources and for students.	Teacher displays extensive knowledge of resources, not only through the school and district but also through community, through professional organizations and university, and on the Internet. For classroom use, for the expansion of their own knowledge, and for students.
Critical Attributes	- The teacher uses only limited provided materials, even when given variety and/or additional resources. - The teacher does not select and resources available to expand their own knowledge. - Although aware of some student needs, the teacher does not inquire about possible resources.	- The teacher uses materials in the school although they are not highly relevant or useful for resources. - The teacher participates in various ways and is open to the school but does not pursue other professional development. - The teacher seeks materials and resources for students but are available through the school does not pursue any other avenues.	- Teacher is up-to-date with current resources and is open to the school. - Teacher seeks out resources and is open to the school. - Teacher expands knowledge with professional learning groups and organizations. - Teacher applies information learned by university. - Teacher provides a variety of resources, outside of school for students to use. - Teacher provides for students to use.	- In addition to the characteristics of "accomplished": - Teacher is up-to-date with current resources and is open to the school. - Teacher seeks out resources and is open to the school. - Teacher expands knowledge with professional learning groups and organizations. - Teacher applies information learned by university. - Teacher provides a variety of resources, outside of school for students to use. - Teacher provides for students to use.
Possible Examples	- For their unit on the Civil War, the students are asked to write an essay from the teacher's provided textbook. - Mr. L. is not sure how to teach fractions but doesn't know how to expand on learning by himself. - Although aware of some student needs, the teacher does not inquire about possible resources.	- For a unit on the Civil War, the teacher only reads the textbook but the school has many more for students to use. - The teacher asks the students to write an essay from the textbook but the school does not have any other resources. - The teacher asks the students to write an essay from the textbook but the school does not have any other resources.	- The teacher provides for students to use. - The teacher provides for students to use. - The teacher provides for students to use. - The teacher provides for students to use. - The teacher provides for students to use. - The teacher provides for students to use.	- In addition to the characteristics of "accomplished": - Teacher is up-to-date with current resources and is open to the school. - Teacher seeks out resources and is open to the school. - Teacher expands knowledge with professional learning groups and organizations. - Teacher applies information learned by university. - Teacher provides a variety of resources, outside of school for students to use. - Teacher provides for students to use.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

1D - Demonstrating Knowledge of Resources - What is your rationale for your rating of yourself? *

Your answer

1E - Designing Coherent Instruction *

Charlotte Danielson's Framework for Teaching, 2012

Domain 3: Planning & Preparation

Adapted for Kentucky Department of Education

1C - Designing Coherent Instruction			
- Learning Activities - Instructional Materials and Resources - Instructional Groupings - Instructional Structure	Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, local, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the nature of student learning. Educators must determine how best to organize instruction in a way that will address student learning through the selected content. It further requires the thoughtful selection of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Student practice in this component recognizes that a well-designed instruction plan addresses the learning needs of all groups of students; one size does not fit all. At the design stage, the teacher plans instruction that takes into account the specific learning needs of each student and selects strategies from students' backgrounds to structure the learning.		
Ineffective	Developing	Accomplished	Exemplary
- The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. - The activities are not designed to engage students in active intellectual activity and have no concrete knowledge gain. - Instructional groupings do not support the instructional outcomes and offer no variety.	- Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge for different students. - Instructional groupings partially support the instructional outcomes, with an effort by the teacher to provide some variety. - The lesson structure is recognizable, although the high quality of activities is uneven, with most time effectively instructional.	- Teacher demonstrates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. - The learning activities have reasonable intellectual challenge, with some differentiation for different groups of students. - The lesson structure is a clear structure, with appropriate and variation of instructional groupings.	- Plans represent the coordination of the depth of content knowledge, understanding of different student groups, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. - Learning activities are differentiated appropriately for individual students; instructional groupings varied appropriately with some opportunity for student choice. - The lesson structure is clear and allows for different pathways according to diverse student needs.
Indicators/Attributes	- Learning activities are moderately challenging. - Learning resources are suitable, but limited in variety. - Instructional groupings are not necessarily partially supportive of learning. - Lesson structure is uneven in quality; acceptable, if not fully effective, in quality.	- Learning activities are matched to instructional outcomes. - Activities provide opportunities for higher-level thinking. - Teacher provides a variety of appropriately challenging materials and resources. - Instructional groupings are organized thoughtfully to maximize learning and build on student strengths. - The plan for instruction is clear, well-structured, with a purpose for each activity.	- In addition to the characteristics of "accomplished": - Activities permit student choice. - Learning experiences connect to other disciplines. - Teacher provides a variety of appropriately challenging resources that are differentiated throughout the day. - Lesson plans differentiate for individual student needs.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

1E - Designing Coherent Instruction - What is your rationale for your rating of yourself? *

Your answer

1F - Designing Student Assessment *

Charlotte Danielson's Framework for Teaching, 2011

Domain 1: Planning & Preparation

Adapted for Kentucky Department of Education

D - Designing Student Assessments	Good teaching requires both a careful effort to plan and assessment for learning. Assessment of learning ensures that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes that is, to assess reasoning skills and additional knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; for example, they may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to improve the assessment directly through the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward the understanding of the learning outcomes.			
• Designing authentic assessment • Assessing • Designing assessment • Designing assessment • Designing assessment	Ineffective • Assessment strategies are not congruent with instructional objectives or standards • Teacher has no plan to incorporate formative assessment in the lesson or unit • Assessment strategies are not aligned with instructional objectives	Developing • Some of the instructional outcomes are assessed through the proposed approach for instruction • Assessment criteria and standards have been developed, but they are not clear • Approach to the use of formative assessment is inconsistent, including only some of the instructional outcomes • Teacher intends to use assessment results to plan for future instruction for the class as a whole	Accomplished • Teacher plans for student assessment to align with the full range of outcomes; assessment methods clearly have been selected for groups of students • Assessment criteria and standards are clear. Teacher has a clear development strategy for using formative assessment and has designed particular approaches to be used • Teacher intends to use assessment results to plan for future instruction for proposed students	Exemplary • Teacher plans for student assessment to align with the full range of outcomes; assessment methods clearly have been selected for groups of students • Teacher plans for student assessment to align with the full range of outcomes; assessment methods clearly have been selected for groups of students • Teacher plans for student assessment to align with the full range of outcomes; assessment methods clearly have been selected for groups of students • Teacher plans for student assessment to align with the full range of outcomes; assessment methods clearly have been selected for groups of students
Initial Attributes	• Assessment is not main instructional outcome • Assessment is not main instructional outcome • Assessment is not main instructional outcome • Assessment is not main instructional outcome	• Only some of the instructional outcomes are addressed in the planned assessments • Assessment criteria are vague • They refer to the use of formative assessment, but they are not fully developed • Assessment results are used to design instruction for the whole class, not individual students	• Most learning outcomes have a concrete plan for assessment • Assessment topics match learning objectives • Planned criteria and standards are clear • Assessment criteria are developed by the teacher • Assessment results are used to design instruction for the whole class, not individual students	• All learning outcomes have a concrete plan for assessment • Assessment topics match learning objectives • Planned criteria and standards are clear • Assessment criteria are developed by the teacher • Assessment results are used to design instruction for the whole class, not individual students

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

1F - Designing Student Assessment - What is your rationale for your rating of yourself? *

Your answer

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Domain 2: Classroom Environment

2A - Creating an Environment of Respect and Rapport *

Charlotte-Mecklenburg Framework for Teaching, 2011

Domain 2: The Classroom Environment

Adapted for Georgia Department of Education

2A - Creating an Environment of Respect and Rapport		An effective school of teaching is that of nurturing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the way they interact with students and by the interactions they encourage and utilize among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical in the overall tone of the class. In a respectful environment, all students feel valued and safe.			
- Teacher interacts with students, including both ways and means - Interactions between students, including both ways and means	- Teacher interacts with students, including both ways and means - Interactions between students, including both ways and means	Ineffective	Developing	Accomplished	Exemplary
		- Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, disrespectful, or insensitive to students' age, cultural background, and developmental needs. Interactions are characterized by sarcasm, put-downs, or hostility. - Teacher does not deal with disrespectful behavior.	- Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect excessive sarcasm, put-downs, insensitivity, and disrespect for students' age, culture, and developmental needs. - Teachers rarely demonstrate discipline for disrespectful behavior. - Teacher attempts to respond to disrespectful behavior, with inconsistent results. The nature of the interactions is neutral, removing classroom atmosphere.	- Teacher and students interact in a friendly and demonstrate general caring and respect. Anti-bullying efforts are appropriate to the ages of the students. - Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. - Teacher responds adequately to disrespectful behavior among students. The nature of the interactions is polite and respectful, but inconsistent.	- Classroom interactions among the teacher and students are both very highly respectful, reflecting positive youth and caring and sensitivity to students' individuality. - Students exhibit respect for the teacher and maintain a high level of and consistency between all members of the class. The nature of the interactions is that of connectedness with students in a classroom.
Critical Attributes		- Teacher does not respond to disrespectful behavior. Student(s) who frequently disrespect the class or the teacher. - Students are disruptive and disrespectful to one another with no response from the teacher. - Teacher displays a reluctance with or unwillingness to establish student(s) respectful interactions.	- The quality of interactions between teacher and students, or among students, is neutral, without consistent discipline. - Teacher attempts to respond to disrespectful behavior among students, with inconsistent results. - Teacher attempts to create a connection with individual students, but student teachers indicate that the efforts are not consistently successful or are unclear.	- Interactions between teacher and students and among students are consistently respectful. - Teacher responds to disrespectful behavior among students. - Teacher makes consistent connections with individual students.	- In addition to the characteristics of "accomplished": - Teacher demonstrates knowledge and caring across individual students' ages beyond school. - When necessary, students correct one another before a teacher needs to intervene. - There is a strong respect between all members of the class. - The teacher's response to a student's disrespectful response respects the student's dignity.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

2A - Creating an Environment of Respect and Rapport - What is your rationale for your rating of yourself? *

Your answer

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2B - Establishing a Culture for Learning *

Charlotte Danielson's Framework for Teaching, 2012

Domain 2: The Classroom Environment

Adapted for Kentucky Department of Education

2B - Establishing a Culture for Learning - Importance of the Culture and Learning Environment for Learning and Achievement - Student Effort and Work	A "culture of learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the perceptions of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.			
	Ineffective	Developing	Accomplished	Exemplary
	- The classroom culture is characterized by a lack of teacher or student commitment to the learning goal, a little or no investment of student energy into the task at hand. - Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	- The classroom culture is characterized by some commitment to learning by teacher or student. - The teacher appears to be only going through the motions, and starts to indicate that they are interested in completion of the task, rather than quality. - The teacher conveys that student success is the result of natural ability rather than hard work. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	- The classroom culture is a regularly high place where learning is valued by all, with high expectations for learning being the norm for most students. - The teacher conveys that, with hard work, students can be successful. - Students understand that role of teachers and consistently expect effort to learn. - Classroom interactions support learning and hard work.	- The classroom culture is a regularly great place, characterized by a more consistent experience of learning. - The teacher conveys high expectations for learning of students and insists on hard work. - Students assume responsibility for high quality, creating and improving, seeking feedback, asking for it, and following plans.
Classroom Climate	- The teacher conveys that the reasons for the work are minimal or minimize the learning goal and achievement. - The teacher conveys to at least some students that the work is too challenging for them. - Students wonder how or why to do their work. - Class time is devoted more to managing than to learning.	- Teacher's energy for the work is minimal, indicating neither a high level of commitment nor "taking it off". - The teacher conveys high expectations for only some students. - Students comply with the teacher's expectations for learning, but they do not evaluate themselves on their own initiative for the work. - Many students indicate that they are looking for an "easy path".	- The teacher conveys the importance of effort and the assurance that with hard work all students can be successful in it. - The teacher demonstrates a high regard for student abilities. - Teacher conveys an expectation of high levels of student effort. - Students expect good effort to complete work of high quality.	- In addition to the classroom environment, the teacher: - The teacher communicates a positive attitude for the subject. - Students indicate that they are motivated and that they have a positive understanding of content, questions, and classroom interactions to understand the content and achieve, for example, by explaining a procedure for getting the correct answer. - Students recognize the effects of their classroom. - Students take pleasure in improving the quality of their work.

☐ Ineffective

☐ Developing

☐ Accomplished

☐ Exemplary

2B - Establishing a Culture for Learning - What is your rationale for your rating of yourself? *

Your answer

2C - Managing Classroom Procedures *

Charlotte-Mecklenburg Framework for Teaching, 2013

Component: The Classroom Environment

Adapted for Kentucky Department of Education

2C - Managing Classroom Procedures	A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are smoothly done in order to maintain instruction and maximize instructional time. The establishment of efficient routines and practices in teaching students to comply with them, may be elicited from the words that this class "runs itself".			
	Ineffective	Developing	Accomplished	Exemplary
- Management of Instructional Groups - Management of Time/Class - Management of Materials and Supplies - Performance of Non-Instructional Tasks	- Much instructional time is lost through inefficient classroom routines and procedures. - There is little or no evidence that the teacher is managing individual learning groups. - Materials and supplies are handled inefficiently. - There is little evidence that students know or follow established routines.	- Some instructional time is lost through only partially effective classroom routines and procedures. - The teacher is managing individual learning groups, but not all, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. - With regular guidance and prompting, students follow established routines.	- There is little loss of instructional time because of effective classroom routines and procedures. - The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. - With minimal guidance and prompting, students follow established classroom routines.	- Instructional time is maximized because of efficient routines and procedures. - Students contribute to the management of non-instructional tasks, materials, and the handling of materials and supplies. - Routines are well understood and may be initiated by students.
Student Attributes	- Students not working with the teacher are not productively engaged in contributing to the class. - There are no established procedures for distributing and collecting materials. - Procedures for other activities are not used or chaotic.	- Small groups are only partially engaged while not working directly with the teacher. - Procedures for transitions and the distribution/collecting of materials seem to have been established, but their operation is weak. - Distribution routines function infrequently.	- The students are productively engaged during small group work. - Transitions between large and small group activities are smooth. - Teachers for distribution and collection of materials and supplies work efficiently. - Distribution routines function frequently.	- In addition to the distribution of materials, students are engaged. - Students take the initiative with their classmates to ensure that their time is used productively. - Students take the initiative to ensure that transitions and other routines are planned and followed. - Students take initiative in distributing and collecting materials efficiently.

☐ Ineffective

☐ Developing

☐ Accomplished

☐ Exemplary

2C - Managing Classroom Procedures - What is your rationale for your rating of yourself? *

Your answer

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2D - Managing Student Behavior *

Charlotte Danielson's Framework for Teaching, 2011

Domain 2: The Classroom Environment

Adapted for Kentucky Department of Education

2D - Managing Student Behavior	In order for students to be able to engage deeply with content, the classroom environment must be orderly, the atmosphere must feel both safe and productive, without losing achievement, the predictable classroom standards of conduct allow for student inquiry and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected, their dignity is not undermined. Skilled teachers report positive student behavior not as an end in itself, but as a permeable background of engagement in content.			
	Effective	Developing	Accomplished	Exemplary
	- There appear to be established standards of conduct and the teacher monitors the student behavior. - Students challenge the standards of conduct. - Response to student misbehavior is repetitive or does speak to student dignity.	- Standards of conduct appear to have been established, but their implementation is inconsistent. - Teacher backs up when necessary, to manage student behavior and respond to student misbehavior. - There is no consistent implementation of the standards of conduct.	- Student behavior is generally appropriate. - Most other misbehavior student behavior appears contained in standards of conduct. - Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	- Student behavior is entirely appropriate. - Students take an active role in monitoring misbehavior and their behavior. - Students report standards of conduct. - Teacher monitoring of student behavior is subtle and unobtrusive. - Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
	Critical Attributes	Developing	Accomplished	Exemplary
	- The classroom environment is chaotic, with no expected standards of conduct. - The teacher does not monitor student behavior. - Some students violate classroom rules, without apparent teacher awareness. - When the teacher notices student misbehavior, the approach helps no one anything about it.	- Teacher attempts to establish order in the class, but not with consistent, predictable, or consistent, or they go on without concern. - Teacher attempts to keep track of student behavior, but with no apparent system. - The teacher's response to student misbehavior is inconsistent, at times only having consequences for them.	- Standards of conduct appear to have been established. - Student behavior is generally appropriate. - The teacher frequently monitors student behavior. - Teacher's response to student misbehavior is effective. - Teacher's knowledge of student behavior.	- In addition to the characteristics of accomplished. - Student behavior is entirely appropriate, more than a mere best effort. - The teacher monitors student behavior without monitoring - just making about. - Students respectfully intervene if appropriate with classmates to ensure compliance with standards of conduct. - A student suggests a revision to one of the classroom rules. - The teacher notices that some students are taking during themselves and without a word misbehavior to them, the teacher stops. - The teacher was in speech to a student privately about misbehavior. - A student reports behavior concerns of the classroom during a transition.
	Possible Examples	Developing	Accomplished	Exemplary
	- Students are talking among themselves, and no attempts by the teacher to silence them. - An object has brought the class, without teacher notice. - Students are moving around the room, the result being a chaotic environment. - There phones and other electronics distract students but the teacher does nothing.	- Disagreements are posted, but neither teacher nor students refer to them. - The teacher immediately asks students to take their seats, they groan but the teacher says to one student, "Where's your book?" Go to the desk." To another, "You need to be a little pass? Come on and take your seat, you're moved enough already."	- Upon a nonverbal signal from the teacher, students correct their behavior. - The teacher moves to every portion of the classroom, keeping a close eye on student behavior. - The teacher gives a student a hand pass, and the student then taking to the neighbor.	

☐ Ineffective

☐ Developing

☐ Accomplished

☐ Exemplary

2D - Managing Student Behavior - What is your rationale for your rating of yourself? *

Your answer

2E - Organizing Physical Space *

Charlotte-Barron's Framework for Teaching, 2011

Domain 2: The Classroom Environment

Adapted for Kentucky Department of Education

2E - Organizing Physical Space • Safety and Accessibility • Arrangement of Furniture and Use of Physical Resources		The goal of the physical environment is to provide the best learning environment for all students. In a primary classroom, teacher and teacher aides may distribute and adjust, as well as with the students, the position of chairs and desks on flexibility, or mobility, the classroom. Flexibility, classroom may be used for developing active or dynamic (fully, patterned), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of range of range of technology.			
		Affective	Developing	Accomplished	Exemplary
Goal/Indicators		- The physical environment is easily or moving in, so students can move in and out of the learning activities. - There is a positive relationship between the teacher and the arrangement of furniture and resources, including computer technology.	- The classroom is safe, and essential learning activities are more mobile. - The arrangement of physical resources, including computer technology, is moderately effective. - Teacher makes more effort to modify the physical arrangement to suit learning activities, with good results.	- The classroom is safe, and learning is accessible to all students to the extent that the physical arrangement is appropriate to the learning activities. - Teacher makes effective use of physical resources, including computer technology.	- The classroom is safe, and learning is accessible to all students, including those with special needs. - Teacher makes effective use of physical resources, including computer technology. - The teacher makes the arrangement be appropriate to the learning activities. - Students contribute to the arrangement of the physical environment to enhance learning.
Goal/Indicators		- There are physical barriers in the classroom, including student desks. - Many students can see or hear the teacher or the board. - Available technology is not being used, even if it is available in the classroom.	- The physical environment is safe and most students can see and hear. - The physical environment is not being used to support learning activities, but is not being used. - The teacher makes use of available technology and other resources.	- The classroom is safe, and all students are able to see and hear. - The classroom is arranged to support the learning goals and learning activities. - The teacher makes appropriate use of available technology.	- In addition to the characteristics of "Accomplished", - Students are made to the physical environment to enhance learning activities, including those with special needs. - There is a total alignment between the physical environment and the physical environment. - Students take the initiative to adjust the physical environment. - Teachers and students make appropriate arrangements of available technology. - Students ask whether this is the best arrangement for the learning activities and the needs of all students and the physical environment. - A student class is able to see and hear the teacher or the board. - A student suggests a change in the physical environment.
Goal/Indicators		- There are physical barriers in the classroom, including student desks. - Many students can see or hear the teacher or the board. - Available technology is not being used, even if it is available in the classroom.	- The teacher makes the physical environment safe and most students can see and hear. - The physical environment is not being used to support learning activities, but is not being used. - The teacher makes use of available technology and other resources.	- The classroom is safe, and all students are able to see and hear. - The classroom is arranged to support the learning goals and learning activities. - The teacher makes appropriate use of available technology.	- In addition to the characteristics of "Accomplished", - Students are made to the physical environment to enhance learning activities, including those with special needs. - There is a total alignment between the physical environment and the physical environment. - Students take the initiative to adjust the physical environment. - Teachers and students make appropriate arrangements of available technology. - Students ask whether this is the best arrangement for the learning activities and the needs of all students and the physical environment. - A student class is able to see and hear the teacher or the board. - A student suggests a change in the physical environment.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

2E - Organizing Physical Space - What is your rationale for your rating of yourself? *

Your answer

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Never submit passwords through Google Forms.

Domain 3: Instruction

3A - Communicating with Students *

Grade 6 Benchmark Framework for Teaching, 2013

Domain 3: Instruction

Adapted for Kentucky Department of Education

3A - Communicating with students • Expectations for teachers: • Instructional procedures: • Language of content: • Use of other resources/language	Teachers communicate with students for varied independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what to do, what they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination. When expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies, metaphors, etc., linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. The teacher's use of language is vivid, rich and clear, thus, allowing the opportunity for students to use language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.			
	Ineffective	Developing	Accomplished	Exemplary
	- The instructional purpose of the lesson unclear to students, and the directions and procedures are confusing. - The teacher's explanation of the content is barely understandable. - The teacher's spoken or written language contains errors. - The teacher's spoken or written language contains errors of grammar or syntax. - The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	- The teacher's attempt to explain the instructional purpose has only limited success; major questions and procedures must be clarified after initial student confusion. - The teacher's explanation of the content is somewhat clear, but some portions are difficult to follow. - The teacher's explanation contains a few errors, with opportunities for the students to ask for clarification. - The teacher's spoken language is somewhat clear, but the vocabulary is not always appropriate to the students' ages and interests.	- The teacher clearly communicates instructional purpose of the lesson, holding where it is situated within the broader learning and explains procedures and directions clearly. - Teacher's explanation of content is well understood, clear and accurate, and consistent with students' knowledge and experiences. - During the explanation of content, the teacher invites student intellectual engagement. - Teacher's spoken and written language is clear and accurate and vocabulary appropriate to the students' ages and interests.	- The teacher sets the instructional purpose of the lesson to the students' interests, the directions and procedures are clear and well understood by students. - The teacher's explanation of content is thorough and clear, developing conceptual understanding through and scaffolding, and connecting with students' interest. - Students continue to extend their content and they explain concepts to their classmates. - The teacher's spoken and written language is appropriate, and the teacher finds opportunities to extend students' vocabularies.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

3A - Communicating with Students - What is your rationale for your rating of yourself? *

Your answer

3B - Using Questioning and Discussion Techniques *

Charlotte-Mecklenburg's framework for teaching, 2017

Part 3B.1. Questioning

Adapted by the Kentucky Department of Education

3B - Using Questioning and Discussion Techniques - Quality of Questions/Terms - Quantity - Techniques - Student Participation	Questioning and discussion are two only instructional strategies specifically referenced to in the framework for teaching, the fact reflects their central importance to teachers' practices. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than being as repetition and verbalization, used to assess one's ability as well as assessing one's ability. Framed in such a way that they have students to internalize type theories, make connections, or challenge previously held views, students' responses to questions are valued. Effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and strive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answer. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own logic to deepen and extend their understanding. These discussions include leveled questions formulated by the students themselves. High-quality questions tend to be high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component, as not be judged to be at a high level. In addition, in lessons involving students in small groupwork, the quality of the students' questions and discussion on their small groups may be considered part of the component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.							
<table> <tr> <th>Ineffective</th> <th>Developing</th> <th>Accomplished</th> <th>Exemplary</th> </tr> <tr> <td> - Teacher's performance of low cognitive challenge, requires simple correct responses, and the student is right the answer. - Interaction between teacher and student is predominantly teacher-centered, with the teacher leading all questions and answers. - A few students dominate the discussion. </td> <td> - Teacher's questions that always through a single predetermined path, with answers seemingly obvious to all students. - Automatically, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. - Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. </td> <td> - Although the teacher may pose some low-level questions, he or she uses the student questions designed to promote thinking and understanding. - Teacher creates a positive discussion among students, providing adequate time for students to respond and display their own arguments. - Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. </td> <td> - Teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote and perpetuate topics, and make connections with lessons students previously learned. Most students are heard in the discussion. </td> </tr> </table>	Ineffective	Developing	Accomplished	Exemplary	- Teacher's performance of low cognitive challenge, requires simple correct responses, and the student is right the answer. - Interaction between teacher and student is predominantly teacher-centered, with the teacher leading all questions and answers. - A few students dominate the discussion.	- Teacher's questions that always through a single predetermined path, with answers seemingly obvious to all students. - Automatically, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. - Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	- Although the teacher may pose some low-level questions, he or she uses the student questions designed to promote thinking and understanding. - Teacher creates a positive discussion among students, providing adequate time for students to respond and display their own arguments. - Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote and perpetuate topics, and make connections with lessons students previously learned. Most students are heard in the discussion.
Ineffective	Developing	Accomplished	Exemplary					
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- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

3B - Using Questioning and Discussion Techniques - What is your rationale for your rating of yourself? *

Your answer

3C - Engaging Students in Learning *

that $W = \mathbb{R}^n$ is invariant for T and $T|_W$ is invertible.

4250571 *Xenopus laevis* 1989

Adapted for K-12 by Copyright of Education

[illegible]

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

3C - Engaging Students in Learning - What is your rationale for your rating of yourself? *

Your answer

3D - Using Assessment in Instruction *

Charlotte-Davidson's Framework for Teaching, 2011

Domain 3: Instruction

Adapted for Kentucky Department of Education

3D - Using Assessment in Instruction - Assessment Practices - Monitoring of Student Learning - Questions to Students - Formative Self-Assessment and Monitoring of Progress	Assessment of student learning plays an important role in teaching and learning. To be good teachers, all good teachers regard the need of instruction, if it is well recognized to be an integral part of instruction. While assessment for learning has always been and will continue to be an important aspect of teaching of important for teachers. To know whether students have learned what was intended, assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must take their "finger on the pulse" of students, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher's monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student progress, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or looking at their neighbors. When teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but higher purposes in doing so is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding in the lesson; teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to expose related gaps or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them) the necessary skills of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.			
	Ineffective	Developing	Accomplished	Exemplary
	- There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. - Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	- Assessment is used sporadically by teacher and/or students to support instruction. The purpose of monitoring of progress in learning. - Feedback to students is general; students appear to be only partially aware of the assessment criteria used to measure their work, and few students then may work themselves, prompts, and assessment techniques used to improve evidence of learning.	- Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in general, specific feedback that advances learning. - Students appear to be aware of the assessment criteria, some often integrating it in self-assessment. - Questions, prompts, assessment results are used to diagnose evidence of learning.	- Assessment is fully integrated into instruction through extensive use of formative assessment. - Students appear to be aware of, and there is some evidence that they have contributed to the assessment criteria. - Students set criteria and monitor their progress. - A variety of teachers, not just their teacher and their peers, is accurate, specific, and advanced learning. - Students identify assessment criteria used regularly to diagnose evidence of learning by individual students.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

3D - Using Assessment in Instruction - What is your rationale for your rating of yourself? *

Your answer

3E - Demonstrating Flexibility and Responsiveness *

Charlotte-Mecklenburg Framework for Teaching, 2011

Domain 3: Instruction

Adopted for Kentucky Department of Education

3E - Demonstrating Flexibility and Responsiveness	"Flexibility and Responsiveness" refers to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well-planned, there may be room for changes during the course of the lesson itself. Making the appropriate adjustments is not always the easiest job, but, with experience, some skills in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most skilled and best-prepared teachers will encounter instances that require a lesson to be going as they would like or that a teacher has not fully provided itself. They are ready to respond to such situations. For example, a teacher who is committed to the learning of all students must, in their attempts to engage each student in learning, even when confronted with initial setbacks.			
	Teacher	Developing	Accomplished	Exemplary
- Teacher's Instruction - Teacher's Instruction - Teacher's Instruction	- Teacher presents the lesson plan as is to the students, all prior student understanding or lack of content. - Teacher ignores student questions when student responses are likely, but teacher ignores the students' lack of understanding.	- Teacher attempts to modify the lesson when presented with responses to content questions and answers with students' needs. - Teacher is responsible for student success, but only a student's response of strategies to do so.	- Teacher presents the appropriate learning of all students, making when adjustments are needed to students' plans and accommodations of student questions, needs, and learning. - Teacher, on a frequent basis, of all strategies, the teacher provides a variety of opportunities for students to learn and achieve learning.	- Teacher presents an opportunity to enhance learning by using an appropriate model or student strategy, or successfully adapt and differentiate instruction to address individual student's understanding. - Teacher presents the learning effective approach for students who need help using an extensive repertoire of instructional strategies and selecting appropriate responses from the available resources.
Classroom Activities	- Teacher ignores students' lack of understanding. - Teacher ignores students' questions. - Teacher makes no attempt to incorporate student interests into the lesson. - Teacher does not attempt to address that when they have difficulty asking a question, but in referring to practice, the teacher does not indicate that it is important to the student.	- Teacher's efforts to modify the lesson are only partially successful. - Teacher makes no attempt to incorporate student questions and interests into the lesson. - The teacher does not attempt to address that when they have difficulty asking a question, but in referring to practice, the teacher does not indicate that it is important to the student.	- When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. - Teacher incorporates students' interests and questions into the lesson of the lesson. - The teacher attempts to address that when they have difficulty asking a question, but in referring to practice, the teacher does not indicate that it is important to the student.	- Teacher's efforts to modify the lesson are only partially successful. - Teacher makes no attempt to incorporate student questions and interests into the lesson. - The teacher does not attempt to address that when they have difficulty asking a question, but in referring to practice, the teacher does not indicate that it is important to the student.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

3E - Demonstrating Flexibility and Responsiveness - What is your rationale for your rating of yourself? *

Your answer

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Never submit passwords through Google Forms.

Domain 4: Professional Responsibilities

4A - Reflecting on Teaching *

Charlotte-Mecklenburg Framework for Teaching, 2011

Domain 4: Professional Responsibilities

Adapted for Kentucky Department of Education

4A - Reflecting on Teaching	Reflecting on teaching encompasses the teacher's thinking that informs any instructional event – an analysis of the many decisions made, both in planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making lessons and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations, and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, and ability to use what has been identified to future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.			
	Ineffective	Developing	Accomplished	Exemplary
Assesses the impact on Teaching	- Teacher does not know whether a lesson was effective or not and its instructional outcomes, or whether it effectively addresses the success of a lesson. - Teacher takes suggestions for how a lesson could be improved.	- Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which it effectively addresses learning. - Teacher makes general suggestions about how a lesson could be improved.	- Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it effectively addresses learning, and can cite general references to support the judgment. - Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	- Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it effectively addresses learning, citing more specific examples from the lesson and weighing the benefits and drawbacks. - Drawing on an accurate impression of both, teacher offers specific, alternative options, consistent with the probable situation, different strategies, etc.
Instructional Practices	- The teacher considers the lesson but does not reflect on data, student learning, or effectiveness. - The teacher makes no suggestions for improvement.	- The teacher has a general sense of whether or not instructional practices were effective. - The teacher offers general recommendations for future instruction.	- The teacher accurately assesses the effectiveness of instructional practices used. - The teacher identifies specific aspects which a lesson might be improved.	- In terms of the characteristics of "accomplished": - Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. - Teacher's suggestions for improvement draw on an accurate assessment.
Possible Examples	- Checking answers to the worksheet, the teacher says, "My students did pretty on that lesson." - The teacher says, "That was good. I wish I knew what I did."	- At the end of the lesson the teacher says, "I guess that went okay." - The teacher says, "I guess I liked it and some."	- The teacher says, "I guess I liked with the level of engagement of the students." - The teacher explains what he or she learned from the experience.	- The teacher says, "I think this lesson worked pretty well. Although I was disappointed in how the group at the back kept getting lost." - In conversations with colleagues, the teacher considers different group strategies for helping them.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

4A - Reflecting on Teaching - What is your rationale for your rating of yourself? *

Your answer

1000 characters remaining

4B - Maintaining Accurate Records *

Charlotte Danielson's Framework for Teaching, 2011

Domain 4: Professional Responsibilities

Adapted for Kentucky Department of Education

4B - Maintaining Accurate Records	An essential responsibility of professional teachers is keeping accurate records of both instructional and non-instructional events. This record keeping includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of student permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases that allow for item analysis and individualized instruction. When formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.			
	Ineffective	Developing	Accomplished	Exemplary
	- Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent in the teacher's records. - Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	- Teacher's system for maintaining information on student completion of assignments and student progress in learning is inconsistent and lacks clarity and efficiency. - Teacher's records for non-instructional activities are accurate but require frequent checking to recall events.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully efficient.	- Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully efficient. - Teacher's non-instructional information and participation in maintaining the records.
Reflection/Highlights	- There is no system for either instructional or non-instructional records. - The record keeping system is in disarray so as to provide consistent and ongoing information.	- The teacher has a process for recording completion of student work. However, this sort of data does not permit students to gain access to the information. - The teacher's process for tracking student progress is inconsistent to use. - The teacher has a process for tracking and recording non-instructional information, and it may contain some errors.	- The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. - The teacher has an efficient and effective process for recording student achievement of learning goals; students are aware how they're progressing. - The teacher's process for recording non-instructional information is both efficient and effective.	- The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. - The teacher's process for recording student achievement of learning goals; students are aware how they're progressing. - The teacher's process for recording non-instructional information is both efficient and effective.
Possible Examples	- A student says, "I haven't turned in that assignment, but the teacher forgot it." - The teacher says, "I'm glad you're working on that, but my class isn't doing it." - When asked what the students would have turned in, the teacher says, "I don't know." - On the morning of the field trip, the teacher discovers that four students have never turned in their permission slips.	- A student says, "I haven't turned in that assignment, but the teacher forgot it." - The teacher says, "I'm glad you're working on that, but my class isn't doing it." - When asked what the students would have turned in, the teacher says, "I don't know." - On the morning of the field trip, the teacher discovers that four students have never turned in their permission slips and finds them just before the field trip.	- The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. - The teacher has an efficient and effective process for recording student achievement of learning goals; students are aware how they're progressing. - The teacher's process for recording non-instructional information is both efficient and effective.	- The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. - The teacher's process for recording student achievement of learning goals; students are aware how they're progressing. - The teacher's process for recording non-instructional information is both efficient and effective.

☐ Ineffective

☐ Developing

☐ Accomplished

☐ Exemplary

4B - Maintaining Accurate Records - What is your rationale for your rating of yourself? *

Your answer

.....

4C - Communicating with Families *

Charlotte-Mecklenburg Framework for Teaching, 2011

Category 4: Professional Responsibilities

Adapted from Kentucky Department of Education

4C - Communicating with Families		Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to best understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families to be part of the educational process itself. The key to developing collaborative relationships is to be people at the school every day. Although children are not being taught school, however, the importance of a collaborative relationship with families of all learners cannot be overstated. A teacher's effort to communicate with families conveys an informed caring on the part of the teacher, a quality valued by families of students of all ages.			
4C - Communicating with Families	Effective	Developing	Accomplished	Exemplary	
	- Teacher communicates with families about the instructional program, about individual students, in reports or informally with home. - Teacher states to inform the extent of family in the educational program.	Teacher communicates attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to create families as the instructional program. Communication is one-way and not always appropriate to the cultural norms of their families.	- Teacher communicates frequently with families about the instructional program and concepts/progress about individual student progress. - Teacher makes some attempts to engage families in the instructional program, information for families is conveyed in a culturally appropriate manner.	- Teacher's communication with families is frequent and extensive to include all students and makes contributing to the learning about. - Response to family concern is provided with attention to individual needs and. - Teacher's efforts to engage families in the instructional program are frequent and extensive.	
Outstanding	- Link of communication regarding the instructional program is available to parents. - Families are aware of their child's progress. - Family engagement activities are lacking. - Communication is culturally appropriate.	- Selection of instructional materials about the instructional program is not from a variety of multiple resources and ownership by teachers about the instructional program. - Teacher initiates those required practices but does not take full advantage of student progress. - Teacher communicates and sometimes recognizes families' contributions.	- Information about the instructional program is available and available to all. - The teacher seeks information about student progress from a regular basis. - Teacher develops materials designed to successfully engage families in their child's learning, as appropriate.	- In addition to the characteristics of "accomplished", - For a regular basis, students develop materials from their families about the instructional program. - Teacher initiates and recognizes about their progress and progress and frequently share this information with families. - Teacher contributes to regular and ongoing practices designed to engage families in the learning process.	
	Possible Examples	- A parent says, "I talk to Mrs. Smith about my son working on at school." - A parent says, "I talk to Mrs. Smith about my child's progress before the school lunch hour." - A parent says, "I wonder why my son is not doing well at school?"	- A parent says, "I heard from the school principal that my son is not doing well at school." - A parent says, "I heard from the school principal that my son is not doing well at school." - A parent says, "I heard from the school principal that my son is not doing well at school."	- The teacher sends weekly newsletters home to families including academic data about home work assignments, current data on behavior, attendance, and other school progress, self-reflection, etc. - The teacher creates a monthly progress report, which is sent home to each student. - The teacher sends home a report that tells students to review a family member about progress during the 15th.	- Teacher sends weekly newsletters home to families including academic data about home work assignments, current data on behavior, attendance, and other school progress, self-reflection, etc. - Teacher sends home a report that tells students to review a family member about progress during the 15th.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

4C - Communicating with Families - What is your rationale for your rating of yourself? *

Your answer

4D - Participating in a Professional Community *

Charlotte-Mecklenburg Framework for Teaching 2013

Domain 4: Professional Responsibilities

Adapted for Technology Department of Education

4D - Participating in a Professional Community - Relationships with Colleagues - Development of a Culture of Professional Inquiry - Service to the School - Participation in School and District Projects	Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers—organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and regard and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Invariably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district committees, committees or engagement with the parent teacher organizations. With responsibility, teachers assume leadership roles in these activities.			
	Ineffective	Developing	Accomplished	Exemplary
	- Teacher's relationships with colleagues are negative or self-serving. - Teacher avoids participation in a professional culture of inquiry, seeking opportunities to become involved. - Teacher avoids becoming involved in school, district, and district projects.	- Teacher maintains neutral relationships with colleagues to fulfill duties that the school or district requires. - Teacher begins to be involved in the school's culture of professional inquiry when asked to do so. - Teacher participates in school events and school and district projects when specifically asked to do so.	- Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. - Teacher volunteers to participate in school events and in school and district projects, seeking a substantive contribution.	- Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in ensuring leadership among the faculty. - Teacher takes a leadership role in promoting a culture of professional inquiry. - Teacher volunteers to participate in school events and district projects, making a substantive contribution, and assuming a leadership role at least one aspect of school or district life.
Initial Attributes	- The teacher's relationship with colleagues is characterized negatively or competitively. - The teacher participates minimally or not at all in activities promoting professional inquiry. - The teacher avoids involvement in school, district and district, district and community projects.	- The teacher has pleasant relationships with colleagues. - When asked, the teacher participates in activities related to professional inquiry. - When asked, the teacher participates in school activities as well as school, district and community projects.	- The teacher has supportive and collaborative relationships with colleagues. - The teacher regularly participates in activities related to professional inquiry. - The teacher frequently volunteers to participate in school activities, events in school, district and community projects.	In addition to the characteristics of "accomplished" - The teacher takes a leadership role in promoting activities related to professional inquiry. - The teacher regularly contributes to and assumes a role that positively impacts the school. - The teacher regularly contributes to and serves as head of significant school, district and community projects.

☐ Ineffective

☐ Developing

☐ Accomplished

☐ Exemplary

4D - Participating in a Professional Community - What is your rationale for your rating of yourself? *

Your answer

4E - Growing Developing Professionally *

Charlotte-Mecklenburg Schools Framework for Teaching, 2011

Domain 4: Professional Responsibilities

Adapted from Kentucky Department of Education

4E - Growing and Developing Professionally • A commitment to current knowledge and pedagogical best practices • A commitment to feedback from colleagues • A desire to be a professional	As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Constant awareness about continuing to stay informed and stretching their skills allows teachers to become ever more effective, and to exercise leadership among their colleagues. The academic disciplines themselves, science, and education constantly refine their understanding of how to engage students in learning. Thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities such as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators enhance their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university courses. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.			
	Ineffective • Teacher engages in no professional development activities to enhance knowledge or skills • Teacher rejects feedback on teaching performance from other supervisors or more experienced colleagues • Teacher makes no effort to share knowledge with others or to advance professional responsibilities	Developing • Teacher attends periodic professional activities related to their current assignment • Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues • Teacher tries limited ways to contribute to the profession	Accomplished • Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills • Teacher seeks out feedback from colleagues – either when made by supervisors or when opportunities arise through professional collaboration • Teacher participates actively in assisting other educators	Exemplary • Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research • Teacher seeks out feedback on teaching from both supervisors and colleagues • Teacher initiates important activities to contribute to the profession
	Artistic Attributes • The teacher does not build in his or her life at least one habit of knowledge or skill • The teacher does not build in his or her life at least one habit of performance with supervisors or colleagues • The teacher does not build in his or her life at least one habit of professional responsibility or artistic contribution	• The teacher participates in professional activities when they are required or when provided by the school district • The teacher is reluctant to accept feedback from supervisors and colleagues • The teacher contributes to a limited fashion to the field of professional education	• The teacher seeks out opportunities for advanced and informal development • The teacher seeks out supervisors and colleagues for the purpose of giving insight from their feedback • The teacher actively participates in professional education designed to contribute to the profession	In addition to the characteristics of "accomplished" • The teacher seeks out opportunities for continued professional development, including initiating action research • The teacher actively seeks feedback from supervisors and colleagues • The teacher takes an active leadership role in professional education in order to contribute to the teaching profession

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

4E - Growing Developing Professionally - What is your rationale for your rating of yourself? *

Your answer

4F - Demonstrating Professionalism *

Charlotte-Davidson's Framework for Teaching, 2012

Domain 4: Professional Responsibilities

Adapted for Kentucky Department of Education

4F - Showing Professionalism	Highly effective teachers demonstrate professionalism in ways that help students and the profession. Teaching at the highest level of performance in this component is student-focused, putting students first, regardless of how the issue of proving might challenge working with assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is the best interest of students. Good teachers display professionalism in a number of ways. For example, they conduct themselves with colleagues with respect and integrity. They know their subject well and seek out new ways to make their lessons and practices that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional ways and the educational establishment, seeking positive change in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making with student issues or needs. Finally, teachers consistently adhere to school and district policies and procedures and are willing to work to improve those that might be outdated or ineffective.			
• Integrity with the District • Justice to Students • Advocacy • Effective Teaching • Compliance with School and District Regulations	Ineffective	Developing	Accomplished	Exemplary
	• Teacher displays disrespect to students with colleagues, students and the public • Teacher does not advocate for students' needs and contribute to school practices that result in some students being at risk by the school • Teacher makes formal and informal decisions on self-serving interests. Teacher does not comply with school and district regulations	• Teacher is disrespectful to students with colleagues, students and the public • Teacher does not strongly advocate for students' needs, knowledge contribution to some students being at risk by the school • Teacher takes some student responsibilities as being someone else's responsibility • Teacher complies minimally with school and district regulations, doing just enough to get by	• Teacher displays high standards of honesty, integrity, and confidentiality with colleagues, students and the public • Teacher is active in serving students, willing to ensure that all students receive a fair opportunity to succeed • Teacher maintains an open mind in team or departmental decision making • Teacher complies fully with school and district regulations	• Teacher takes a team approach with colleagues to ensure that all students meet the highest standards of honesty, integrity and confidentiality • Teacher is highly proactive in serving students, looking out for every child's needs. Teacher makes a concerted effort to challenge negative influences in practices to ensure that all students, particularly those traditionally underserved, are successful by the school • Teacher makes all decisions on behalf of the best interests of students and people aware that students come first in the highest professional standards • Teacher complies fully with school and district regulations, taking a leadership role with colleagues

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

4F - Demonstrating Professionalism - What is your rationale for your rating of yourself? *

Your answer

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