

Kentucky Preschool Guidance

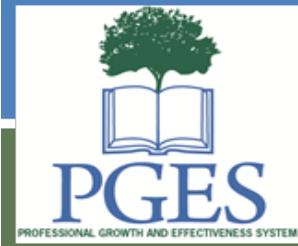
Teacher Professional Growth and Effectiveness System

Kentucky Department of Education

*Framework for Teaching
Preschool Examples*

2016





Kentucky Department of Education Professional Growth and Effectiveness System

TPGES Guidance for Preschool Programs

Kentucky's Teacher Professional Growth and Effectiveness System

The Teacher Professional Growth and Effectiveness System (TPGES) provides a fair and equitable statewide system to help teachers and principals gain a clear understanding of how they can most effectively support and promote student growth, achievement, and readiness. This system supports all levels of teaching, including public preschool. Since there are aspects and examples of teaching and learning that are unique to early childhood, this document is designed to support preschool teachers, leaders and peer observers with developmentally appropriate implementation of TPGES.

How to Read the Document

This document should be considered a companion resource to the *Kentucky Framework for Teaching* (KyFfT) and does not replace any part of the TGPES process. The document is organized by four columns. Each column provides ineffective, developing, accomplished and exemplary examples that are developmentally appropriate for preschool teaching and learning. The indicators and critical attributes found in the KyFfT are the same for preschool teachers. At the top of each page the relevant domain information is provided. At the bottom of each page are possible guiding questions for teachers and observers to consider for each domain.

Administrators: This guidance document was created to provide clarity of the KyFfT and preschool teachers. Evaluators will collect evidence as described during TeachScape training, and then use this tool, along with professional judgement, when assigning the evidence to a Domain/Component and Performance Level. This tool might also provide guidance in coaching a preschool teacher to become more effective. Performance level indicators and Observables are not inclusive of ALL possible situations that may occur in a preschool classroom setting.

Possible Uses:

Preschool Teachers	Administrators
<ul style="list-style-type: none"> • Use the Question section to provide Self-Reflection (CIITS) • Provides guidance for developing Professional Growth Plan • Support preschool teachers moving away from compliance only to effective instruction through use of the Kentucky Early Childhood Standards • Use the Accomplished Performance Level Indicators and Preschool Examples to understand the complex role of a professional preschool teacher 	<ul style="list-style-type: none"> • Use the Question section to facilitate pre/post-conferences • Use this tool to recognize Developmentally Appropriate Practice in early childhood preschool settings

Work Group Members

We thank the following work group members for their time and expertise: Tina Allen (Meade County), Rebecca Atkins-Stumbo (KDE), Christine Boatwright (KDE), Jennifer Brock (Harlan Independent), Bill Buchanan (KDE), Melody Cooper (KDE), Lorrie Devers (KDE), Albert Fox (Governor’s Office of Early Childhood), Jane Gabbard (Laurel County), Teresa Gore (Calloway), Christina Grace (Bath County), Shannon Hankins (Ashland RTC), Jennifer Hawkins (Warren County), Lisa Henson (Ashland RTC), Superintendent Nannette Johnston (Hardin County), Nancy Lovett (Calloway RTC), Jennifer Luttrell (Hopkins County), Dr. Sonia Michael (EKU), Larry Murphy (Franklin County), Kevin Nix (Jefferson County), Joe Roberts (Governor’s Office of Early Childhood), Carlena Sheeran (Hardin County), Anna Shepherd (Floyd County), Sally Shepherd (KDE), Jennifer Smith (KDE), Jennifer Steger (Paducah Head Start), Stacey Stevens (Boyd County), Heather Teegarden (Bourbon County), Rebecca Thompson (Jefferson County), Cathy White (KDE), and Katie Williams (Calloway RTC).

1A - Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content. 	<ul style="list-style-type: none"> • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. 	<ul style="list-style-type: none"> • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1:A Preschool Considerations (Possible Examples)				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"> • <i>The teacher plans to teach a skill taught through whole group instruction only.</i> • <i>The teacher distributes ditto worksheets to all students.</i> • <i>Learning center materials are geared towards older children.</i> • <i>Whole group instruction is planned to last longer than 20 minutes.</i> 	<ul style="list-style-type: none"> • <i>The teacher plans lessons on unfamiliar content.</i> • <i>The teacher plans to forge ahead with a lesson on skipping even though some students have not mastered hopping on one foot.</i> • <i>The teacher inconsistently aligns lessons with the KY Early Childhood Standards.</i> • <i>Learning centers are not routinely changed.</i> 	<ul style="list-style-type: none"> • <i>The teacher’s plan for extending patterns is related to previous learning on identifying patterns.</i> • <i>Learning centers contain developmentally appropriate materials that are diverse and changed appropriately.</i> • <i>The teacher observes that the students do not know how to use scales, so the teacher plans an intentional small group lesson.</i> • <i>The teacher plans to extend a lesson and/or read-aloud about communicating emotions by allowing students to act out appropriate strategies for expressing their feelings.</i> • <i>The teacher plans for developmentally appropriate learning experiences.</i> • <i>The teacher plans using content specific developmental continuums to promote students’ individual growth.</i> 	<p><i>In addition to the characteristics of “accomplished”:</i></p> <ul style="list-style-type: none"> • <i>The teacher plans to incorporate the current topic of study into the classroom environment.</i> • <i>The teacher plans to add specific material to address the needs of individual students.</i> 	
Possible Guiding Questions for Teachers and Observers				

- *Specifically, what do you expect the students to know?*
- *What learning and/or research do you routinely do to extend your content knowledge in all learning domains you teach?*
- *Describe the process you use as you plan your daily lessons.*
- *What strategies do you use to check students' misconceptions as you begin the study of a new concept?*
- *How do you adapt instruction for those students who need extra time and alternative strategies to demonstrate mastery?*
- *What enrichment is available for those who have already mastered the concept/skill you are teaching?*
- *What strategies do you use to ensure all children are engaged at their learning ability?*

Domain 1: Planning & Preparation

1B - Demonstrating Knowledge of Students	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs 	<ul style="list-style-type: none"> Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. 	<ul style="list-style-type: none"> Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. 	<ul style="list-style-type: none"> Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. 	<ul style="list-style-type: none"> Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
1:B Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> <i>The teacher plans to teach Christmas carols, despite the fact that there are four diverse religions represented among the students.</i> <i>The teacher expects the ELL students to complete a learning task without appropriate modifications.</i> <i>The teacher conducts an activity that meets the needs of only part of the class, not offering accommodations or supports for other students.</i> 	<ul style="list-style-type: none"> <i>The teacher has collected but not incorporated information provided by the students' families.</i> <i>Lesson plans only make peripheral reference to students' interests.</i> <i>Materials in the classroom do not reflect a variety of cultures.</i> <i>The teacher provides writing activities only within the writing center, with little to no connections of writing to other developmental domains, i.e. there are no writing materials in the dramatic play center.</i> 	<ul style="list-style-type: none"> <i>Lesson plans reflect opportunities for students and their families to share cultural traditions with the class.</i> <i>Knowledge of initial screen data and KSI/Rtl progress is used to plan appropriate instruction and interventions for all students.</i> <i>Lesson plans reflect the interests of students of preschool age.</i> <i>The teacher invites families to have input on upcoming topics being studied in the classroom.</i> <i>The teacher recognizes and plans for cultural and individual needs of families and children.</i> <i>The teacher follows students' lead as often as possible during learning centers.</i> 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> <i>Learning experiences reflect students' culture.</i> <i>Materials are available in ELL students' home language.</i> <i>The teacher plans multiple opportunities for students to learn skills based on individual students' approaches to learning.</i> <i>The teacher regularly creates assessment materials for students with disabilities.</i> <i>The teacher plans for consistent support for student leadership.</i> <i>The teacher is flexible in planning to use students' ideas and organizes instruction around students' interests.</i>
	Possible Guiding Questions for Teachers and Observers			
	<ul style="list-style-type: none"> <i>Is there anything about your class I should know before I come in?</i> <i>Tell me about your greatest challenges with your students and the strategies you are using to meet those challenges?</i> <i>What resources, including outreach to other adults that are familiar with the child, have you investigated to support your efforts?</i> <i>Tell me about the cultural needs/supports provided to the children/families you serve.</i> 			

1C - Setting Instructional Outcomes <ul style="list-style-type: none"> Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 	<ul style="list-style-type: none"> Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. 	<ul style="list-style-type: none"> 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 coordination. Outcomes take into account the varying needs of groups of students. 	<ul style="list-style-type: none"> All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
1:C Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> <i>Instructional outcomes are the same for the entire class.</i> <i>All of the instructional outcomes are factual knowledge.</i> <i>Instructional outcomes are determined at the beginning of the year without connections to student ability or interest.</i> 	<ul style="list-style-type: none"> <i>Instructional outcomes are planned but not discussed with students and are not developed based on prior knowledge and learning experiences.</i> <i>Outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored and some lower level students struggle.</i> <i>Some goals for topics of study are aligned with individual's IEP objectives.</i> 	<ul style="list-style-type: none"> <i>The teacher's planned outcomes are connected to Kentucky's Early Childhood Standards.</i> <i>One of the learning outcomes is for students to draw conclusions from everyday play and experience.</i> <i>The teacher differentiates goals for topics of student to meet individual student needs and align with students' IEP objectives.</i> <i>The teacher plans outcomes based on prior learning.</i> <i>The teacher describes the instructional outcomes in terms of what students will learn (learning target) rather than what students will do (planned activity).</i> 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> <i>The teacher and students make connections between the current learning target and previous learning.</i> <i>Processes and content align with outcomes and integrate other learning domains.</i>
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> <i>How do you plan your instruction and what are your most important considerations during your planning?</i> <i>What alternatives are available for students who need extra support and time to meet the instructional goals and those who may have already mastered them?</i> <i>What are you listening and looking for as you observe students working?</i> <i>How do you determine the goals set for your students and how will you show connections to Kentucky's Early Childhood Standards?</i> <i>When and how do you adjust instructional goals/outcomes to meet the diverse needs of your students?</i> 				

1D - Demonstrating Knowledge of Resources	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students 	<ul style="list-style-type: none"> Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. 	<ul style="list-style-type: none"> Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> Teacher displays awareness 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 his or her own knowledge, and for students. 	<ul style="list-style-type: none"> Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
1:D Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> <i>The teacher only uses materials within the classroom even when more variety would assist students. For example, a student says, “Why can’t we go outside and look at different trees?”</i> <i>The teacher uses lesson plans from past years, without updating or researching current resources or collaborating with colleagues.</i> 	<ul style="list-style-type: none"> <i>The teacher provides a limited amount of fiction and nonfiction texts that reflect the current topic of study.</i> <i>The teacher only participates in school/district professional learning and does not pursue topics based on his/her professional growth needs.</i> <i>Students have access to minimal materials during learning center time, such as art or dramatic play.</i> 	<ul style="list-style-type: none"> <i>The teacher provides a variety of fiction and nonfiction texts related to the current topic of study.</i> <i>In preparation for a study of pushes and pulls, the teacher took an online course to expand their knowledge of physical science.</i> <i>The teacher allows students to take books home, encouraging families to read together.</i> <i>The teacher provides community resources to families, such as Parent Guides/GPS, and explains the connection to learning targets.</i> <i>Infinite Campus is used to document home visits.</i> <i>The teacher organizes classroom materials by content to deepen students’ understanding of learning experiences.</i> <i>The teacher explores resources and guest speakers in the community regarding upcoming topics of study.</i> 	<p><i>In addition to the characteristics of “accomplished”:</i></p> <ul style="list-style-type: none"> <i>The teacher’s plans reflect strategies for using fiction and nonfiction texts for discussion topics at varying levels.</i> <i>The teacher collaborates with colleagues to host regular events to inform families about topics of study and strategies to increase school readiness.</i> <i>Lesson plans indicate that technology integration is aligned with standards and learning outcomes.</i>
Possible Guiding Questions for Teachers and Observers				

- *How do you communicate and work cooperatively with parents, colleagues, and others in the community and beyond to address your students' needs?*
- *What resources (online and print) do you visit most often when you plan instruction?*
- *How do you identify effective professional learning opportunities to assist you in your learning?*

1E - Designing Coherent Instruction <ul style="list-style-type: none"> Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> 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 unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety. 	<ul style="list-style-type: none"> Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. 	<ul style="list-style-type: none"> Teacher coordinates 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 time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. 	<ul style="list-style-type: none"> Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, 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 learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
1:E Preschool Considerations (Possible Examples)				
	<p><i>Ineffective</i></p> <ul style="list-style-type: none"> After being introduced to the parts of the plant, the teacher plans to have the students complete a worksheet. The teacher assigns circle time seating alphabetically. Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<p><i>Developing</i></p> <ul style="list-style-type: none"> The teacher presents some new vocabulary but it is inconsistently used throughout learning activities. The teacher's lesson plans are formatted, but the timing for many activities is too long to maintain student participation. Not all activities planned are aligned with standards and learning outcomes. 	<p><i>Accomplished</i></p> <ul style="list-style-type: none"> The teacher reviews learning activities and rewrites some of the activities to include high level vocabulary, to increase the challenge for students. The teacher uses a mixture of open-ended and closed-ended questions. A substantial portion of the day is spent in learning centers. The teacher plans the day to include a balance of learning experiences that are: indoor/outdoor, large/small group, individual/group, quiet/active and teacher/student led. Lesson plans indicate that centers' work is intentional and aligned with standards and learning outcomes. 	<p><i>Exemplary</i></p> <p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Plans indicate that questioning during lessons and read-alouds is intentional and designed to promote higher-order thinking. The teacher plans for students to connect current lesson objectives to those previously learned, allowing for students to draw upon prior knowledge. The teacher plans activities and lessons to encourage participation and expanded involvement. The teacher plans a variety of modalities for each of the lessons/learning experiences.
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> As the designer of your classroom instruction, how do you plan to meet the needs and interests of all of your students to give them varied experiences and keep them engaged and motivated to learn? How is time allocated to work cooperatively with other teachers/therapists/families to be sure your instruction is aligned with students' previous knowledge and experiences so that they can make relevant connections to the lesson? 				

1F - Designing Student Assessments	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> • Congruence with Instructional Outcomes • Criteria and Standards • Design of Formative Assessments • Use for Planning 	<ul style="list-style-type: none"> • Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. • Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. 	<ul style="list-style-type: none"> • Some of the instructional outcomes are assessed through the proposed approach, but others are not. • Assessment criteria and standards have been developed, but they are not clear. • Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. • Teacher intends to use assessment results to plan for future instruction for the class as a whole. 	<ul style="list-style-type: none"> • Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. • Assessment criteria and standards are clear. Teacher has a well-developed 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 groups of students. 	<ul style="list-style-type: none"> • Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. • Assessment methodologies have been adapted for individual students, as needed. • The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
1:F Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • <i>The teacher only administers a standardized test, pulling the student aside.</i> • <i>The teacher's lesson plans do not reflect the use of assessment to guide learning goals. For example, the teacher says, "The program only gave me two curriculum choices, so I just have to keep moving."</i> 	<ul style="list-style-type: none"> • <i>The teacher conducts inconsistent observations of student progress and does not adhere to all components of developmentally appropriate assessment.</i> • <i>Parent input is not regularly sought to inform student progress.</i> • <i>Student progress is not shared regularly with families.</i> 	<ul style="list-style-type: none"> • <i>Lesson plans reflect the use of formative assessments that are related to mastery of Kentucky's Early Childhood Standards.</i> • <i>Developmentally appropriate assessments:</i> <ul style="list-style-type: none"> ○ <i>Provide ongoing observation, recording and evaluation of each child's growth and development for the purpose of planning learning experiences to suit individual needs;</i> ○ <i>Accomplish observation or activity with the child in familiar structured and informal situations;</i> ○ <i>Include information from families;</i> ○ <i>Inform families on a regular basis regarding the child's progress in physical, intellectual, communication, social, emotional, intrapersonal, and interpersonal skills and development; and</i> 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> • <i>Lesson plans reflect follow-up from data gathered through formative assessments.</i> • <i>The teacher allows students to choose how they will demonstrate mastery of a concept/skill.</i> • <i>The teacher uses a student created rubric to help a student complete a self-assessment.</i> • <i>Assessment plan reflects diversity of student abilities and instructional levels.</i> • <i>Assessment methodologies have been adapted for individual students as needed.</i> • <i>The teacher uses assessment results to plan and adapt future instruction.</i>

			<ul style="list-style-type: none"> ○ <i>Consider the cultural background of the child.</i> 	
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> ● <i>How do you use multiple forms of assessment including diagnostic, formative and summative to plan instruction and inform your work?</i> ● <i>Explain your process for designing instruction and assessment.</i> ● <i>What formative assessments do you use most often to identify student needs and to plan your instruction?</i> ● <i>How do you benchmark your assessments with other teachers/therapists to inform your expectations and insure high expectations for all students?</i> ● <i>Please share ways you provide students and families with timely feedback on the student's learning and provide guidance for improvement?</i> ● <i>What should I expect to hear your students say or do that would be evidence that they have met the instructional goals for today?</i> 				

Kentucky Framework for Teaching Performance Indicators					
2A - Creating an Environment of Respect and Rapport	Ineffective	Developing	Accomplished	Exemplary	
	<ul style="list-style-type: none"> Teacher Interaction with Students, including both words and actions. Student Interactions with One Another, including both words and actions. 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. 	<ul style="list-style-type: none"> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
	2:A Preschool Considerations (Possible Examples)				
Ineffective	Developing	Accomplished	Exemplary		
<ul style="list-style-type: none"> <i>The teacher does not consistently acknowledge student conflict or offer a solution. For example, a student says, "You're not my friend" and the teacher does not respond.</i> <i>The teacher addresses students as a group instead of initiating one on one interactions with individual students.</i> <i>Students often display disrespectful behavior with their peers.</i> 	<ul style="list-style-type: none"> <i>The teacher imposes a solution to students' conflict instead of assisting them in resolving their own.</i> <i>Students do not display consistent respectful behavior.</i> <i>The teacher does not have consistent one on one interactions with students.</i> <i>The teacher says, "Don't talk like that to your friends," but the student just shrugs their shoulders.</i> 	<ul style="list-style-type: none"> <i>The teacher addresses students by name, and serves as a model for students to do the same.</i> <i>The teacher interacts with students on their level by sitting on the floor with a group or sitting beside students at a table during conversation.</i> <i>The teacher encourages positive relationships among students by facilitating interactions such as soothing a troubled friend or inviting friends to share and play.</i> <i>The teacher engages in conversation with ELL students frequently to increase the students' comfort and confidence in the classroom.</i> <i>The teacher is aware of students who need extra support and assistance.</i> <i>There are opportunities for students to talk about their learning.</i> 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> <i>The teacher greets students and inquires about personal life during arrival (example: birthday party, sporting event or family member).</i> <i>Students use manners, such as please, thank you, excuse me, independently and appropriately throughout the day.</i> <i>There are many indications that the teacher has established warm, supportive relationships with students.</i> <i>There are frequently positive communications (verbal and physical) among teachers and students.</i> <i>Students have freedom of movement during activities.</i> 		
Possible Questions for Teachers and Observers					
<ul style="list-style-type: none"> <i>How do you model respectful behavior for your students?</i> <i>What challenging behaviors do you encounter and what have you done to minimize them?</i> 					

2B - Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of the Content and Learning • Expectations for Learning and Achievement • Student Pride in Work 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. • Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students 	<ul style="list-style-type: none"> • The classroom culture is characterized by little commitment to learning by teacher or students. • The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a 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. 	<ul style="list-style-type: none"> • The classroom culture is a cognitively busy 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 their role as learners and consistently expend effort to learn. • Classroom interactions support learning and hard work. 	<ul style="list-style-type: none"> • The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work. • Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
2:B Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • <i>Student work is not regularly displayed in the classroom or sent home with students.</i> • <i>Students turn in rushed or incomplete work exhibiting little or no pride in their work.</i> • <i>Students are rushed in completing activities and assignments. For example, the teacher says to a student: "Here, let me do it."</i> 	<ul style="list-style-type: none"> • <i>Projects and activities are not determined by student interest.</i> • <i>The students and teacher seem to place more importance on quantity over quality in regards to student work. For example, the teacher says, "Let's get through this, then we can go outside."</i> • <i>Homogeneous work products are displayed.</i> • <i>The teacher shows high expectations for some students, while telling others a task is too difficult for them.</i> 	<ul style="list-style-type: none"> • <i>The teacher explains how learning patterns will help students understand bigger ideas and content such as patterns in time, story structure and life cycles.</i> • <i>The teacher reassures students who become frustrated by saying, "This is hard because you're learning something new! Let's keep working on it together."</i> • <i>Students praise each other for hard work and completing tasks.</i> • <i>The teacher introduces a variety of materials to support student learning of concepts.</i> • <i>The teacher shows interest in a child's work during center time.</i> • <i>Student work is displayed to promote pride in work.</i> • <i>The teacher communicates high expectations for all students.</i> 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> • <i>Students independently practice previously taught concepts as they work during center time.</i> • <i>The teacher often provides opportunities for students to work interdependently on investigations or studies.</i> • <i>The teacher makes connections between routine activities and learning targets. For example, the teacher says, "It's really fun to learn to find shapes on the playground!"</i>
Possible Questions for Teachers and Observers				
<ul style="list-style-type: none"> • <i>In what ways have you reflected on how students learn?</i> • <i>In what ways do you encourage your students to be active participants?</i> • <i>What strategies are used to model showing pride in student work?</i> 				

<p>2C - Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of Instructional Groups • Management of Transitions • Management of Materials and Supplies • Performance of Non-Instructional Duties 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines. 	<ul style="list-style-type: none"> • Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher’s management of instructional groups, transitions, 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional time is maximized because of efficient routine and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • Routines are well understood and may be initiated by students.
	2:C Preschool Considerations (Possible Examples)			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> • <i>When moving to small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc.</i> • <i>Transitions are long and the distribution of supplies is time-consuming.</i> • <i>Most students ask what they are to do or look around for clues from others.</i> 	<ul style="list-style-type: none"> • <i>Some students seem unclear about classroom routines and transitioning.</i> • <i>Students frequently have long wait times as teacher prepares for activities.</i> • <i>Students that are not working directly with an adult are not actively engaged in their learning.</i> 	<ul style="list-style-type: none"> • <i>The students enter the classroom, store their belongings and begin a morning activity before the school day begins.</i> • <i>Students demonstrate knowledge of classroom routines and move smoothly between centers.</i> • <i>Instructional assistants demonstrate knowledge of classroom routines and participate in smooth transitions.</i> • <i>The teacher establishes transition routines that eliminate downtime between learning activities.</i> • <i>In small-group work, students share materials and listen to each other.</i> • <i>The teacher refers to the daily schedule, which is posted, when transitioning throughout the day.</i> • <i>The teacher provides activities for students and effectively deals with disruptions.</i> 	<p><i>In addition the characteristics of “accomplished”:</i></p> <ul style="list-style-type: none"> • <i>The students independently use timers when working in areas that are time sensitive (for example: computer area).</i> • <i>A student reminds a peer about the center time procedures (number of students allowed at a specific center, hand washing requirements, etc.)</i> • <i>The teacher is fully prepared for all activities and differentiates lessons.</i> 	
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> • <i>What rituals and routines have you encouraged in your classroom to set a tone of respectful behavior?</i> • <i>How do you encourage your students to share roles and responsibilities for routines for efficient classroom operations?</i> 				

<p>2D - Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of Student Behavior • Response to Student Misbehavior 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of student dignity 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct. 	<ul style="list-style-type: none"> • Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. 	<ul style="list-style-type: none"> • Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventative. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
	2:D Preschool Considerations (Possible Examples)			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> • No classroom rules are posted. • The teacher does not respond to numerous misbehaviors. 	<ul style="list-style-type: none"> • The teacher appears to monitor student behavior, but uses no obvious classroom system. • Classroom rules are posted but not referred to regularly. • The teacher inconsistently responds to student behavior. • The teacher repeatedly asks students to clean up. They ignore the teacher. 	<ul style="list-style-type: none"> • The teacher reinforces positive behaviors with regular feedback and redirection. • The teacher observes consistent negative behaviors and identifies possible triggers, then modifies classroom structure to correct negative behaviors. • Classroom rules are posted in a prominent place in the classroom. Rules are referred to regularly throughout the day (by teacher or children). • The teacher uses verbal and non-verbal cues to correct behavior. • The teacher continually moves between centers to monitor student behavior and learning. • Behavior management does not take time away from learning. 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> • Negative behaviors rarely occur in the classroom. • Students correct each other in a positive way. • The teacher involves students in the development of rules and routines. • The teacher observes consistent negative behaviors and identifies possible triggers, then modifies classroom structure and works with families to correct negative behaviors. • Rules and expectations for behavior are clear and consistently reinforced. • The teacher redirects misbehavior by focusing on positives and making subtle cues. 	
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> • Describe your classroom management plan. Is it clear, consistent, fair, appropriate and preventative? • Have your students shared the responsibility for determining the plan? • What is the most challenging behavior in your classroom? What are your current solutions? 				

<p>2E - Organizing Physical Space</p> <ul style="list-style-type: none"> Safety and Accessibility Arrangement of Furniture and Use of Physical Resources 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. 	<ul style="list-style-type: none"> The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. 	<ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. 	<ul style="list-style-type: none"> 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 ensures the arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
	2:E Preschool Considerations (Possible Examples)			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <i>The classroom equipment and furniture poses multiple safety concerns to children.</i> <i>The classroom is not arranged in learning centers.</i> <i>Limited materials are available for learning experiences.</i> 	<ul style="list-style-type: none"> <i>The classroom is not set up to accommodate all students and their movement around the classroom.</i> <i>Learning centers are present in classroom, but have limited materials.</i> <i>A clear view of students is attempted through teacher positioning, but is not always effective.</i> 	<ul style="list-style-type: none"> <i>Space is arranged so that children may work individually, together in small groups, and in large group. Space is also arranged to provide clear pathways for children to move from one area to another.</i> <i>The teacher organizes the space so that the teacher and instructional assistant have a clear view of students from almost anywhere in the room.</i> <i>Centers or areas in the classroom include space for learning experiences including art, block building, cooking, gross motor, housekeeping or dramatic play, language arts or library, manipulative materials, math or problem solving, multimedia, music, science or social studies, and wood working.</i> <i>The teacher reinforces learning by providing developmentally appropriate technology.</i> 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> <i>Students access and return materials independently to appropriately labeled shelves.</i> <i>Visual supervision for age/ability for children is provided. Visual supervision allows for children to explore independently while maintaining safety.</i> 	
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> How is your classroom organized to accommodate: <ul style="list-style-type: none"> Students with special needs 				

- *Learning centers*
- *Appropriate use of technology*
- *Space for privacy*
- *Safety and movement*
- *In your planning, how do you arrange your classroom environment to meet your instructional goals?*

<p>3A - Communicating with students</p> <ul style="list-style-type: none"> • Expectations for Learning • Directions and Procedures • Explanation of Content • Use of Oral and Written Language 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. • The teacher’s explanation of the content contains major errors. • 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. 	<ul style="list-style-type: none"> • The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. • The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. • Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. 	<ul style="list-style-type: none"> • The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. • Teacher’s explanation of content is well scaffolded, clear and accurate, and connects 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 correct and uses vocabulary appropriate to the students’ ages and interests. 	<ul style="list-style-type: none"> • The teacher links the instructional purpose of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding. • The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest. • Students contribute to extending the content and help explain concepts to their classmates. • The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.
3:A Preschool Connections (Possible Examples)				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"> • <i>The teacher gives students materials needed for an activity but does not introduce the activity or clearly provide guidance to students on how to use the materials.</i> • <i>The teacher shares incorrect information during a science lesson.</i> • <i>When beginning a new topic, the teacher does not introduce the concepts.</i> 	<ul style="list-style-type: none"> • <i>Student- friendly learning targets are posted but not regularly referenced.</i> • <i>The teacher introduces a new activity to students without modeling or providing details.</i> • <i>The teacher inconsistently speaks with students on their level by kneeling or sitting.</i> • <i>The teacher’s vocabulary is not fully appropriate to students’ ages or ability levels.</i> 	<ul style="list-style-type: none"> • <i>Learning targets are clearly stated using age appropriate vocabulary.</i> • <i>Learning targets related to daily learning are posted in learning centers.</i> • <i>The teacher makes connections between concepts to previous learning.</i> • <i>Visual guides for independent work are posted.</i> • <i>The teacher acknowledges students’ ideas and expands upon them by restating what students say with additional information and/or ideas.</i> • <i>The teacher uses free play and daily routines to intentionally embed learning opportunities/conversations.</i> • <i>The teacher models the use of materials and provides guided exploration. During a lesson, the teacher might say, “These objects are different shapes and colors. I</i> 	<p><i>In addition to the characteristics of “accomplished”:</i></p> <ul style="list-style-type: none"> • <i>Learning targets reflective of student interest are posted in centers and referenced by the teacher and the students in a variety of ways (small group, learning centers, large group, etc.).</i> • <i>Questioning strategies promote students’ application of learning and longer, more complex responses.</i> • <i>Teachers model, facilitate and encourage longer, more meaningful conversations.</i> • <i>The teacher often uses discussions and activities that encourage analysis and reasoning.</i> • <i>The teacher provides consistent support for student autonomy and leadership.</i> • <i>The teacher consistently related concepts to students’ daily lives.</i> 	

			<i>can sort all the blue shapes together, then the yellow. How can you sort these objects?"</i>	
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Possible Guiding Questions for Teachers and Observers

- *How do you encourage students to ask questions?*
- *Share how you scaffold instruction.*
- *What strategies do you use to provide clear directions for all students?*

3B - Questioning and Discussion Techniques	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Quality of Questions/Prompts Discussion Techniques Student Participation 	<ul style="list-style-type: none"> Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. 	<ul style="list-style-type: none"> Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, 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. 	<ul style="list-style-type: none"> Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<ul style="list-style-type: none"> Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3:B Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> The teacher primarily asks low level questions. The teacher responds to a student’s answer with, “That’s wrong, the answer is _____.” The teacher uses only yes/no questions throughout the day. Teacher-child conversations only occur during large group. Communication during learning center time is directive. 	<ul style="list-style-type: none"> The teacher asks basic questions during circle time, such as “What day is it today?” and “What is the weather?” Few students participate in group discussions. The same students answer most of the questions. The teacher asks a few questions that promote higher level thinking, but few students respond. The teacher provides little to no follow-up. 	<ul style="list-style-type: none"> The teacher builds upon students’ observations and uses questioning strategies to deepen understanding. For example, “You noticed that our playground still has some icy patches. Why do you think some parts of the ground are still icy while some are not?” During centers, the teacher guides student discussion of the materials and associated learning outcomes. For example, “Jake, how is the ramp that Lucy constructed different from yours? Could you two design a ramp that a car can roll down without falling?” The teacher notices that in writing center, Brooke and Brandon illustrated a new ending to a story that was read in class. The teacher invites Brooke and Brandon to share this with the entire class and charts a discussion about words that could accompany the illustrations. The teacher often scaffolds instruction for students having difficulty understanding a 	<p><i>In addition to the characteristics of “accomplished”:</i></p> <ul style="list-style-type: none"> The teacher guides open discussion between students. “Danny, ask Rebecca how she sorted the bears...” “William, Grace had the same question about spiders as you. Explain to her where you found the answer.” The teacher asks open-ended questions throughout the day based on students’ developmental level. The teacher restates and expands on students’ verbal expression. The student says, “Look at my tower.” The teacher responds, “You constructed a skyscraper! I like the way you designed the entrance. Is that the parking garage?” Students generate questions, initiate topics of study and contribute to the learning of others. The teacher often prompts students to explain their reasoning and thinking.

concept.

Possible Guiding Questions for Teachers and Observers

- *Explain how your classes are a combination of teacher-directed mini-lessons and opportunities for student engagement, practice and demonstration of the concept/skill that go beyond memorization of facts.*
- *Discuss how you provide students with opportunities to be actively engaged in the learning process through:*
 - *Analyzing*
 - *Synthesizing*
 - *Evaluating*
 - *Critical thinking*
 - *Summarizing*
 - *Strategic thinking*
 - *Application to real life situations and new learning*

3C - Engaging Students in Learning	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing 	<ul style="list-style-type: none"> • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested. 	<ul style="list-style-type: none"> • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.
3:C Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • <i>The teacher continues to read a book even though the students are not engaged.</i> • <i>Students complete worksheets.</i> • <i>Learning tasks require only recall or have a single correct response or method.</i> • <i>Students are not allowed to leave a work project to come back to in the future.</i> • <i>Learning materials are not interesting or engaging to students.</i> 	<ul style="list-style-type: none"> • <i>Students do not have choice in how activities are completed.</i> • <i>The pacing of activities is uneven- suitable in some activities, but either rushed or too slow in others.</i> • <i>Learning center materials are rotated but not fully aligned to learning targets.</i> 	<ul style="list-style-type: none"> • <i>Materials are aligned to learning outcomes.</i> • <i>Most students demonstrate a clear understanding of appropriate use of material. For example, students retell a story with puppets or prepare a meal in the housekeeping center.</i> • <i>Most students are engaged in learning centers and conversations reflect the learning outcomes.</i> • <i>Student groupings or pairings are teacher guided and driven by individual student need.</i> • <i>The pacing and structure of a lesson is developmentally appropriate and maximizes time for intellectual engagement.</i> • <i>Teacher instructs and models for students how to use materials or equipment such as interactive white boards or adaptive pedals</i> 	<p><i>In addition to the characteristics of “accomplished”:</i></p> <ul style="list-style-type: none"> • <i>Almost all students demonstrate a clear understanding of appropriate use of materials. Students may use an iPad to record their retelling of a story and share it with the class.</i> • <i>Almost all students are engaged in learning centers and conversations reflect the learning outcomes, even extending ideas together.</i> • <i>Students request additional materials to create projects related to learning outcomes.</i> • <i>With some teacher guidance, students work cooperatively to solve problems at centers.</i> • <i>Children are engaged in planning and reflecting on their experiences. For</i>

			<p><i>on a tricycle.</i></p> <ul style="list-style-type: none">• <i>Dittos and worksheets are not used.</i>	<p><i>example, teachers who implement a study approach may survey students on their interests are for an upcoming topic.</i></p> <ul style="list-style-type: none">• <i>Children initiate connections with prior knowledge, culture and experiences.</i>
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Possible Guiding Questions for Teachers and Observers

- *In your planning, how do you determine student grouping for small group instruction?*
- *What strategies do you use to promote a high level of rigor during instruction?*

<p>3D - Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment Criteria • Monitoring of Student Learning • Feedback to Students • Student Self-Assessment and Monitoring of Progress 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment • Questions, prompts, assessments are used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • 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 self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
3:D Preschool Considerations (Possible Examples)				
Ineffective	Developing	Accomplished	Exemplary	
<ul style="list-style-type: none"> • <i>No evidence that any type of assessment is conducted.</i> • <i>The teacher does not employ strategies to help students self-assess or monitor their own progress. For example, the teacher says, "No that is not right."</i> 	<ul style="list-style-type: none"> • <i>The teacher uses inconsistent methods to document observations and is not collecting authentically.</i> • <i>Feedback to students is general. The teacher says, "Good job everyone."</i> • <i>The teacher corrects a student's work without explaining why.</i> 	<ul style="list-style-type: none"> • <i>The teacher implements authentic, task-related assessments. For example, while arranging blocks from smallest to largest, the teacher asks the student to find the block that's out of place.</i> • <i>The teacher uses photos and drawings to monitor learning.</i> • <i>The teacher uses multiple opportunities to collect assessment data on children's development, including anecdotal notes, photos, and artifacts produced daily.</i> • <i>The teacher uses visuals, such as a "smiley face checklist" to communicate understanding of expectations.</i> • <i>Developmentally appropriate assessments:</i> <ul style="list-style-type: none"> ○ <i>Provide ongoing observation, recording and evaluation of each child's growth and development for the purpose</i> 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> • <i>Students give exit slips to demonstrate understanding. For example, after learning about the life cycle of a butterfly, students draw a picture and describe the life cycle.</i> • <i>Teachers use student work, anecdotal notes, photos and artifacts as evidence to plan for future learning outcomes, ensuring learning experiences are intentional and individual.</i> • <i>Students create a rubric and use the rubric to assess their own work.</i> • <i>There are frequent feedback loops between teacher and students.</i> • <i>The teacher often provides additional information to expand on students' understanding or actions.</i> 	

			<p><i>of planning learning experiences to suit individual needs;</i></p> <ul style="list-style-type: none"> ○ <i>Accomplish observation or activity with the child in familiar structured and informal situations;</i> ○ <i>Include information from families;</i> ○ <i>Inform families on a regular basis regarding the child's progress in physical, intellectual, communication, social, emotional, intrapersonal, and interpersonal skills and development; and</i> ○ <i>Consider the cultural background of the child.</i> <ul style="list-style-type: none"> ● <i>The teacher uses interactive feedback to guide instruction, such as "thumbs up/thumbs down" to communicate understanding.</i> ● <i>The teacher provides scaffolding to students to increase understanding.</i> 	
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Possible Guiding Questions for Teachers and Observers

- *Describe how you use the following to clarify expectations in your classroom:*
 - *Timely feedback*
 - *Social stories*
 - *Modeling*
 - *Explicit directions including visual cues*
 - *Student repetition of details*
- *How do you use portfolios to collect student work as means of assessing change over time and progress of individual tasks?*

3E - Demonstrating Flexibility and Responsiveness	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Lesson Adjustment Response to Students Persistence 	<ul style="list-style-type: none"> Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. 	<ul style="list-style-type: none"> Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. 	<ul style="list-style-type: none"> Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. 	<ul style="list-style-type: none"> Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
3:E Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> The teacher ignores a student's request for help with a task or learning experience. The teacher's comments to students do not support developmentally appropriate practice. Examples are, the teacher says, "You should know how to put your coat on. You are four years old." The teacher also says to a child, "If you can't use that toy right then I am putting it away." 	<ul style="list-style-type: none"> The teacher's efforts to modify the lesson are only partially successful. While the teacher leads an activity on counting buttons, students begin sorting the buttons. The teacher continues with a focus on counting. The teacher tells the student, "Please open your milk carton." The teacher does not offer assistance or support when a student is struggling. 	<ul style="list-style-type: none"> Teacher meets the social and emotional needs of student development by teaching flexibility and conflict resolution. For example, if children are arguing over materials the teacher might say, "Did you ask if you could use the...? What else could you try?" During a guided writing lesson, the teacher shows students how to use a picture dictionary and places it in the writing center for student use. During exploratory play or interactive lessons, a teacher might respond to student questions or predictions by saying, "That's interesting. Let's see what happens when we..." Teacher modifies pace of instruction based on student learning. 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> The teacher consistently connects current learning outcomes to previous learning and encourages students to explain relationships between concepts. For example, the teacher takes the class on a nature walk where they discover a tree that has fallen. The teacher begins a discussion in predicting what may have happened to the tree. Upon returning to the classroom, the teacher reads a book about a fallen tree and compares the two. Based on interactive student feedback and informal assessment, the teacher creates small groups to reteach and extend learning outcomes, based on student need. The teacher is consistently responsive to students and matches support to their needs and abilities.
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> How do you ensure that all students' questions, needs and interests are respected and addressed? What classroom strategies do you use to create and ensure that lessons are rigorous, relevant and related to real life? 				

<p>4A - Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in Future Teaching 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson • Teacher has no suggestions for how a lesson could be improved. 	<ul style="list-style-type: none"> • Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. • Teacher makes general suggestions about how a lesson could be improved. 	<ul style="list-style-type: none"> • Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes 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. 	<ul style="list-style-type: none"> • Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
	4:A Preschool Considerations (Possible Examples)			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • <i>Despite evidence to the contrary, the teacher says, “My students did great on that lesson!”</i> • <i>The teacher says, “That was awful; I wish I knew what to do!”</i> 	<ul style="list-style-type: none"> • <i>The teacher reflects, but does not document possible improvements.</i> • <i>At the end of the lesson the teacher says, “I think that went okay. I guess I’ll try ____ next time.”</i> 	<ul style="list-style-type: none"> • <i>The teacher reflects with the instructional assistant to identify strengths and possible improvements after lessons and learning experiences.</i> • <i>The teacher documents several possible improvements on lesson plans.</i> 	<p><i>In addition to the characteristics of “accomplished”:</i></p> <ul style="list-style-type: none"> • <i>The teacher has conversations with related staff and colleagues about instructional improvement during staff meetings.</i>
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> • <i>In what ways have you reflected on the observed lesson?</i> • <i>What professional learning contributed to the strategies you used during the lesson?</i> • <i>In retrospect, what would you do differently?</i> • <i>Would you be willing to share your effective practices with your peers?</i> 				

4B - Maintaining Accurate Records	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> • Student Completion of Assignments • Student Progress in Learning • Non-Instructional Records 	<ul style="list-style-type: none"> • Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. • Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion. 	<ul style="list-style-type: none"> • Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. • Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors. 	<ul style="list-style-type: none"> • Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. 	<ul style="list-style-type: none"> • Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • Students contribute information and participate in maintaining the records.
4:B Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • <i>The teacher says, “I misplaced the data collection sheets for my class but it doesn’t matter- I know what my students can do.”</i> • <i>The teacher doesn’t maintain communication related to child progress with the family.</i> 	<ul style="list-style-type: none"> • <i>The teacher says, “I’ve got all these notes about how the kids are doing; I should put them into a system but I just don’t have the time.”</i> • <i>On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before leaving.</i> • <i>The teacher sporadically updates families on student progress.</i> 	<ul style="list-style-type: none"> • <i>The teacher enters data into Classroom Instructional Assessment data system.</i> • <i>The teacher regularly updates families regarding student progress, as documented through home visits and Infinite Campus.</i> • <i>The teacher keeps attendance records and documents contact with families if a student has missed more than four consecutive days.</i> • <i>The students are familiar with classroom check in procedures and follow them with prompts from the teacher.</i> 	<p><i>In addition to the characteristics of “accomplished”:</i></p> <ul style="list-style-type: none"> • <i>Student checks off or charts completion of activity in order to take ownership of the data reported, such as materials brought to class, attendance, etc.</i> • <i>Students consistently enter the classroom and follow the check in procedures without being prompted.</i>
Possible Guiding Questions for Teachers and Observers				
	<ul style="list-style-type: none"> • <i>Describe the system you use for managing the daily information you collect concerning your students’ learning and needs.</i> • <i>How is individual progress shared and/or celebrated with students and families?</i> • <i>How do you use data to guide your planning and instruction?</i> 			

4C - Communicating with Families	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program 	<ul style="list-style-type: none"> Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. 	<ul style="list-style-type: none"> Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families. 	<ul style="list-style-type: none"> Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner. 	<ul style="list-style-type: none"> Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful.
4:C Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> <i>During an ARC meeting, the teacher hands the IEP to the parent and says, “Here is the individualized plan I have created for you child.”</i> <i>The teacher says, “I would invite families in, if it didn’t disrupt the classroom.”</i> 	<ul style="list-style-type: none"> <i>The teacher sends home information on the KECS but doesn’t connect the standards to classroom activities.</i> <i>In response to a parent question about child’s progress, the teacher replies back, “He’s doing fine.”</i> 	<ul style="list-style-type: none"> <i>The teacher sends weekly newsletters to keep families informed about upcoming topics of study, school or community events, field trips, opportunities to volunteer in classroom, etc.</i> <i>The teacher creates a monthly progress report to inform families of student progress toward individual learning goals.</i> <i>The teacher involves families in continuous assessment and IEP goals/PLEP.</i> <i>The teacher plans family involvement learning experiences that take into account various family structures.</i> <i>Opportunities are available for families to volunteer, observe, and participate in parent workshops.</i> 	<p><i>In addition to the characteristics of “accomplished”:</i></p> <ul style="list-style-type: none"> <i>Student portfolios are shared regularly with families.</i> <i>The teacher maintains a daily communication log with families documenting frequent communication.</i>
Possible Guiding Questions for Teachers and Observers				
	<ul style="list-style-type: none"> <i>What systems do you have in place for ongoing and reciprocal communication with families?</i> <i>How are families encouraged to be involved and engaged in their child’s learning experience?</i> 			

<p>4D - Participating in a Professional Community</p> <ul style="list-style-type: none"> Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects 	<ul style="list-style-type: none"> Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so. 	<ul style="list-style-type: none"> 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, making a substantial contribution. 	<ul style="list-style-type: none"> Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming 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 substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
	4:D Preschool Considerations (Possible Examples)			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <i>The teacher doesn’t share instructional strategies with colleagues. The teacher reasons that if the students do well, it will make him/her look good.</i> <i>The teacher does not attend required PLC meetings.</i> <i>The teacher says, “Don’t ask me to serve on any school/organization committee.”</i> <i>The teacher does not send home regular newsletters to families.</i> 	<ul style="list-style-type: none"> <i>The teacher inconsistently shares instructional strategies and materials with his colleagues.</i> <i>The teacher only attends PLC meetings when reminded by their supervisor.</i> <i>The teacher only contributes to professional discussions when asked a question by the supervisor.</i> <i>Family involvement is limited to school-wide events.</i> 	<ul style="list-style-type: none"> <i>The teacher shares resources and new strategies with colleagues.</i> <i>The teacher collaborates with kindergarten teachers to improve vertical alignment and ensure a smooth transition from preschool to kindergarten.</i> <i>The teacher communicates regularly with resource teachers, such as speech/language pathologists, occupational therapists, and physical therapists in order to reinforce targeted skills in the classroom.</i> 	<p><i>In addition to the characteristics of “accomplished”:</i></p> <ul style="list-style-type: none"> <i>The teacher regularly communicates professional learning experiences to colleagues, which results in instructional changes.</i> <i>The teacher volunteers to be a mentor for a new teacher and participate in K-TIP.</i> <i>The teacher develops family engagement activities based on surveyed needs of the family and collaborates with the Community Early Childhood Council or other community partners to reach all families.</i> 	
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> <i>What do you think your role is in our school’s professional learning community?</i> <i>What opportunities do you have to share research and successes with your colleagues?</i> <i>Give me your perspective of our school’s opportunities for improvement and your role in these efforts?</i> 				

Domain 4: Professional Responsibilities

<p>4E - Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of Content Knowledge and Pedagogical Skill • Receptivity to Feedback from Colleagues • Service to the Profession 	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> • Teacher engages in no professional development activities to enhance knowledge or skill. • Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • Teacher makes no effort to share knowledge with others or to assume professional responsibility. 	<ul style="list-style-type: none"> • Teacher participates in professional activities to a limited extent when they are convenient. • Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. • Teacher finds limited ways to contribute to the profession. 	<ul style="list-style-type: none"> • Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. • Teacher participates actively in assisting other educators. 	<ul style="list-style-type: none"> • 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.
	4:E Preschool Considerations (Possible Examples)			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> • <i>The teacher only attends mandatory professional learning opportunities.</i> • <i>The teacher does not implement new learning.</i> • <i>The teacher does not seek membership in professional organizations or stay informed on current educational research.</i> 	<ul style="list-style-type: none"> • <i>The teacher attends school or organizational workshops and professional learning opportunities, but doesn't consistently apply to instructional practice.</i> • <i>The teacher listens to supervisor's feedback after a lesson, but isn't sure that the recommendations really apply to the situation.</i> • <i>The teacher joins a national organization, but does not utilize it.</i> 	<ul style="list-style-type: none"> • <i>The teacher maintains a working knowledge of professional learning opportunities that are specific to early childhood, such as trainings and events offered through professional training organizations.</i> • <i>The teacher requests walk through visits from supervisor, Regional Training Center(RTC) staff or from colleagues for feedback and on-going improvement.</i> • <i>The teacher joined a national early childhood organization, such as National Association for the Education of Young Children (NAEYC), to stay current on research and practice in early childhood settings.</i> 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> • <i>The teacher presents at early childhood professional learning venues, such as RTC institutes or Community Early Childhood Council events.</i> • <i>The teacher receives Classroom of Excellence designation.</i> • <i>The teacher certifies with the National Board for Professional Teaching Standards.</i> 	
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> • <i>Are you a member of any professional organizations?</i> • <i>Do you subscribe to any educational research journals?</i> <ul style="list-style-type: none"> ○ <i>Which have been most helpful to you and why?</i> ○ <i>Would you recommend any journals or recent books to be part of our professional library?</i> • <i>What do you see as urgent issues now in the field of early childhood education?</i> 				

4F - Showing Professionalism	Kentucky Framework for Teaching Performance Indicators			
	Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> Integrity and Ethical Conduct Service to Students Advocacy Decision Making Compliance with School and District Regulations 	<ul style="list-style-type: none"> Teacher displays dishonesty in interactions with colleagues, students and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations. 	<ul style="list-style-type: none"> Teacher is honest in interactions with colleagues, students and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. 	<ul style="list-style-type: none"> Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. Teacher is active in serving students, working 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 regulation. 	<ul style="list-style-type: none"> Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
4:F Preschool Considerations (Possible Examples)				
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> When one of his/her colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he/she won't have to share in the coverage responsibilities. The teacher fails to notice that one of the students is often ill and frequently has bruises on their arms and legs. The teacher doesn't realize three of the neediest students arrive to school early. 	<ul style="list-style-type: none"> When his/her colleague goes on maternity leave, the teacher says, "Hello" and "Welcome" to the substitute teacher, but doesn't offer any further assistance. The teacher notices a student struggling in the class and sends a quick email to their supervisor. When the teacher doesn't get a response, the teacher assumes it has been addressed. 	<ul style="list-style-type: none"> The teacher notices that several students lack fine motor strength; the teacher collaborates with the occupational therapist for strategies to implement in the classroom. The teacher ensures that all regulations are met and keeps school staff and administrators aware of preschool monitoring requirements. The teacher models accurate data entry on required preschool reports and data systems. 	<p><i>In addition to the characteristics of "accomplished":</i></p> <ul style="list-style-type: none"> The teacher volunteers to mentor other teachers. The teacher schedules regular meetings with related service staff to discuss instructional strategies for students. The teacher becomes a peer mentor. The teacher collaborates with the Family Resource Center Youth Service Coordinator to remove barriers to learning that occur outside the school setting. The teacher updates their website regularly.
Possible Guiding Questions for Teachers and Observers				
<ul style="list-style-type: none"> What do you believe to be the characteristics of an exemplary teacher? What are your personal goals to maintain your professionalism? 				