Facilitators of Student Success and Professional Community

Experienced Teacher Standards
Experienced Teacher Standards (Professional Standards) and Performance Criteria
(Adopted June 1994 by the Kentucky Education Professional Standards Board)

STANDARD I

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

1. The professional builds positive relationships within and between school and community.

2. The professional promotes leadership potential in colleagues.

3. The professional participates in professional organizations and activities.

4. The professional writes and speaks effectively.

5. The professional contributes to the profession, knowledge, and expertise about teaching and learning.

6. The professional guides the development of curriculum and instructional materials.

7. The professional participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.

8. The professional initiates and develops educational projects and programs.

9. The professional practices effective listening, conflict resolution, and group-facilitation skills as a team member.

STANDARD II

The professional demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

1. The professional communicates a breadth of content knowledge across the discipline(s) to be taught.

2. The professional communicates a current knowledge of discipline(s) to be taught.

3. The professional demonstrates a general knowledge that allows for integration of ideas and information across disciplines.

4. The professional demonstrates an overall knowledge of one’s discipline(s) that allows the teacher to teach to the students’ ability, levels, and learning styles.

5. The professional connects content knowledge to real-world applications.

6. The professional plans lessons and develops instructional material that reflects knowledge of current constructs and principles of the discipline(s) being taught.

7. The professional analyzes sources of factual information for accuracy.
8. The professional presents content in a manner that reflects sensitivity to a multicultural and global perspective.

9. The professional collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

STANDARD III

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

1. The professional focuses instruction on one or more of Kentucky's learning goals and academic expectations.

2. The professional develops instruction that requires students to apply knowledge, skills, and thinking processes.

3. The professional integrates skills, thinking processes, and content across disciplines.

4. The professional creates and utilizes learning experiences that challenge, motivate, and actively involve the learner.

5. The professional creates and uses learning experiences that are developmentally appropriate for learners.

6. The professional develops and incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.

7. The professional arranges the physical classroom environment to support the type of teaching and learning that is to occur.

8. The professional includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.


10. The professional secures and uses a variety of appropriate school and community resources to support learning.

11. The professional develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.

12. The professional uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
STANDARD IV

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

1. The professional communicates with and challenges students in a positive and supportive manner with constructive feedback.
2. The professional maintains positive classroom interaction by establishing appropriate expectations during group activities.
3. The professional shows consistent sensitivity to individuals and responds to all students objectively.
4. The professional shows flexibility and creativity in the development of classroom processes and instructional procedures.
5. The professional locates and organizes materials and equipment to create an enriched multimedia environment.
6. The professional encourages and supports individual and group inquiry.
7. The professional uses a variety of classroom management techniques that foster individual responsibility and cooperation.
8. The professional analyzes and changes the classroom to accommodate a variety of instructional strategies.
9. The professional works with colleagues to develop an effective learning climate within the school.

STANDARD V

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

1. The professional communicates specific goals and high expectations for learning.
2. The professional connects learning with students' prior knowledge, experiences and backgrounds, and aspirations for future roles.
3. The professional models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
4. The professional uses and develops multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences.
5. The professional provides opportunities for students to increase their knowledge of cultural similarities and differences.
6. The professional stimulates students to reflect on their own ideas and those of others.
7. The professional uses appropriate questioning strategies to help students solve problems and think critically.

8. The professional manages student examination of social issues relative to course content, possible responses, and associated consequences.

9. The professional demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.

10. The professional presents differing viewpoints when integrating knowledge and experiences across disciplines.

11. The professional makes effective use of media and technologies.

12. The professional makes efficient use of physical and human resources and time.

13. The professional provides opportunities for students to use and practice what is learned.

14. The professional identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward expectations.

STANDARD VI

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

1. The professional selects and uses appropriate assessments.

2. The professional makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

3. The professional assesses student performance using the established criteria and scoring guides consistent with Kentucky’s assessment program.

4. The professional provides opportunities for students to assess and improve their performance based on prior assessment results.

5. The professional collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

6. The professional communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and teachers.

STANDARD VII

The professional reflects on and evaluates teaching/learning.

1. The professional assesses and analyzes the effectiveness of instruction.

2. The professional makes appropriate changes to instruction based upon feedback, reflection, and assessment results.

3. The professional assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
STANDARD VIII

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

1. The professional initiates collaboration with others and creates situations where collaboration with others will enhance student learning.

2. The professional discusses with parents, students, and others the purpose and scope of the collaborative effort.

3. The professional articulates expectations for each collaboration event (e.g., timeline and responsibilities).

4. The professional demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals (e.g., issue and conflict resolution.)

5. The professional secures and makes use of school and community resources that present differing viewpoints.

6. The professional recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.

7. The professional invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.

8. The professional analyzes previous collaborative experiences to improve future experiences.

9. The professional assesses students’ special needs and collaborates with school services and community agencies to meet those needs.

STANDARD IX

The professional evaluates own overall performance in relation to Kentucky’s learner goals and implements a professional development plan.

1. The professional establishes priorities for professional growth.

2. The professional analyzes student performance to help identify professional development needs.

3. The professional solicits input from others in the creation of individual professional development plans.

4. The professional applies to instruction the knowledge, skills, and processes acquired through professional development

5. The professional modifies own professional development plan to improve instructional performance and to promote student learning.
STANDARD X

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

1. The professional educator operates a multimedia computer and peripherals to install and use a variety of software.

2. The professional educator uses terminology related to computers and technology appropriately in written and verbal communication.

3. The professional educator demonstrates knowledge of the use of technology in business, industry, and society.

4. The professional educator demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

5. The professional educator creates multimedia presentations using scanners, digital cameras, and video cameras.

6. The professional educator uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

7. The professional educator uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

8. The professional educator requests and uses appropriate assistive and adaptive devices for students with special needs.

9. The professional educator designs lessons that include technology and human issues to address diverse students needs and different learning styles.

10. The professional educator practices equitable and legal use of computers and other technology in both professional and personal activities.

11. The professional educator facilitates the lifelong learning of self and others through the use of technology.

12. The professional educator explores, uses, and evaluates technology resources: software, applications, and related documentation.

13. The professional educator applies research-based instructional practices that use computers and other technology.

14. The professional educator designs lessons that integrate computers and other technology to create effective groupings to meet the needs of diverse learners.

15. The professional educator uses technology to support multiple assessments of student learning.

16. The professional educator designs lessons that ask students to practice the equitable, ethical, and legal use of technology.
The professional demonstrates dispositions that facilitate student learning and success while fostering professional community.

Dispositions are characteristic manners of behaving and responding that flow from underlying values and beliefs, and are informed by reasoning, perception, and experience. The Education Unit has identified five desirable dispositions for both undergraduate and graduate candidates: moral and ethical integrity, respect and compassion for others, personal and emotional wellness and vitality, passion for teaching, and spiritual sensitivity and purpose. In order to develop and assess these dispositions, the unit will attend to the growth of knowledge (i.e. declarative, procedural, and conditional) pertaining to each disposition, the development of an identity with each disposition, and the ability to act upon each disposition.

**Dispositions:**
- Moral and Ethical Integrity
- Respect and Compassion for Others
- Personal and Emotional Wellness and Vitality
- Passion for Teaching
- Spiritual Sensitivity and Purpose

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<tr>
<th>Moral and Ethical Integrity</th>
<th>The educator demonstrates moral and ethical:</th>
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<td>• Sensitivity through interpreting situations and becoming aware of how our actions affect others.</td>
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<td>• Judgment through making decisions about which actions are right and which are wrong</td>
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<td>• Motivation through prioritizing moral values over personal preferences</td>
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<td>• Character through strength of convictions, persistence and the will to overcome distractions and obstacles in order to act.</td>
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<th>Respect and Compassion for Others</th>
<th>The educator demonstrates respect and compassion for others through:</th>
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<td>• Caring behaviors, nurturing, advocating, accessibility, other-oriented decisions, and responding to human need.</td>
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<td>• Equitable treatment, acceptance of diversity, understanding of and openness to multiple perspectives, and positive regard.</td>
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<td>• Interpersonal behavior (intelligence) that demonstrates “the capacity to understand the intentions, motivations, and desires of other people” and work effectively with them.</td>
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<th>Personal and Emotional Wellness and Vitality</th>
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<td></td>
<td>• Self-knowledge; discerning one’s beliefs, desires, fears, and capacities (intrapersonal intelligence).</td>
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<td>• Emotional resilience, perseverance, appropriate expression of emotions, stress management, versatility, and adaptability to demands.</td>
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<td>• Understanding of personal worth and commitment to a balanced, healthy lifestyle.</td>
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<th>Passion for Teaching</th>
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<td>• A contagious love of learning.</td>
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<td></td>
<td>• A positive attitude and work ethic.</td>
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<td>• Motivation and engagement of students in the learning process.</td>
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<th>Spiritual Sensitivity and Purpose</th>
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<td>• Living the examined life, discerning one’s calling and developing a personal vision.</td>
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<td>• Acting upon one’s spiritual vision and call</td>
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<td>• Guiding the student’s search for meaning (exploring existential questions).</td>
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