



## **Dr. Martin Luther King, Jr. High School TKES – Standards Tool**

### **PLANNING**

#### **TKES Standard 1: Professional Knowledge**

The teacher demonstrates an understanding of the curriculum, subject matter, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

#### **Sample Performance Indicators from TKES Fact Sheets:**

- Teaches appropriate curriculum standards
- Possesses subject-matter knowledge, pedagogical knowledge, curricular knowledge, learner knowledge & cultural/community knowledge
- Integrates key content elements
- Uses higher level questions & thinking skills in instruction
- Links present, past, and future learning experiences – scaffolding, long term planning, prior knowledge
- Links other subject areas - integrate disciplines
- Links real world experiences and applications – make connections across subject areas for students
- Encourages students to explore alternative explanations
- Involves students in inquiry-based learning
- Allows student-directed activities
- Uses a wide variety of resources
- Utilizes knowledge of students (learning ability, prior achievement, cultural background and personal interest)
- Possesses an accurate, deep, and current knowledge of subject matter
- Uses best practices based on current research
- Anticipates conceptions and misconceptions
- Incorporates goals that reflect high expectations for all students
- Has a clear understanding of curriculum
- Has an understanding of the intellectual, social, emotional, and physical development of students
- Effective lesson plans
- Teaches with confidence about content
- Cares about students and individuals and makes them feel valued
- Has an understanding of special education and gifted education

**Other pertinent indicators or ‘look-fors’ in addition to above:**

- Has standard(s) posted
  - Has learning target(s) posted
  - Presents accurate information in lessons
  - Has National Board Certification, additional endorsements, or advanced degrees
  - Shares current reading of research
- 

**Sample Student Evidence from TKES Fact Sheets:**

**Do students. . .**

- grasp the meaning as well as the facts of the content they are learning?
- perform tasks that are varied and appropriate for all learning levels?
- view the curriculum as challenging and relevant?
- feel that the teacher helps them understand rather than judge them for their misconceptions?
- explain how major concepts in content areas related?

**Other Student Evidence in addition to above:**

**Do students. . .**

- know what standard they are working to master?
- 

**Question Stems for Reflective Conversations:**

- How did you decide/determine the strategy you used for this lesson?
  - What was your intended learning outcome?
  - How did this lesson/content fit into the whole unit plan?
  - What is another strategy to teach that content?
  - What is the connection between your pedagogy and the instructional strategy?
  - What knowledge/experience/connections/skills do you wish your students walked away with after today’s lesson?
  - How did you use your students’ prior knowledge and/or students’ needs to craft the lesson?
  - How did you use your students’ prior knowledge and/or students’ needs to craft the questions you asked?
- 

**Resources/Documentation for above:**

- CCGSE – <https://www.georgiastandards.org/Common-Core/Pages/default.aspx>
- Georgia Frameworks – <https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/Frameworks.aspx>
- TKES Fact Sheets – page 8
- Pacing Guides
- Curriculum Maps
- Lesson Plans
- Georgia Frameworks - <https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/Frameworks.aspx>

**Evaluation Rubric:**

<b>Level IV</b> <input type="checkbox"/> <i>In addition to meeting the requirements for Level III...</i>	<b>Level III</b> <input type="checkbox"/> <i>Level III is the expected level of performance.</i>	<b>Level II</b> <input type="checkbox"/>	<b>Level I</b> <input type="checkbox"/>
<p>The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>	<p>The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, <b>or</b> lacks fluidity in using the knowledge in practice.</p>	<p>The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, <b>or</b> does not use the knowledge in practice.</p>

## PLANNING

### TKES Standard 2: Instructional Planning

The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

#### Sample Performance Indicators from TKES Fact Sheets:

- Analyzes and uses data
- Plans lessons that are logical, sequential, integrated, and paced effectively
- Develops lesson plans that reflect who is being taught
- Develops lesson plans that include differentiated needs of all students
- Has lesson objectives that are aligned with state frameworks and district curricula
- Integrates content from other content areas when appropriate
- Has plans that are adapted when needed
- Facilitates planning units in advance to make intra- and interdisciplinary connections
- Participates in collaboration which impacts and influences planning
- Evaluates the quality of available resources
- Adjusts instruction based on student needs
- Uses assessment data for planning
- Incorporates student interest in plans
- Uses opportunities to tap into pedagogical and content resources
- Determines valid and reliable assessment techniques to evaluate student learning prior to instruction
- Communicates to students what they are expected to achieve
- Informs students how they will be assessed after the learning activity
- Uses pacing guides as tools to steer daily instructional decisions
- Values class time
- Sequences materials to promote cognitive and developmental growth
- Utilizes adaptive learning strategies for diagnosing student learning needs/specific learning areas
- Utilizes adaptive learning strategies for developing learning activities that conform to evolving skill levels
- Utilizes adaptive learning strategies to adjust time/pace of content according to student performance
- Uses materials and equipment supportively rather than as a central role in curriculum and instruction
- Prepares for learning from information in real-life situations
- Addresses academic needs of each student from the data collected
- Predicts misconceptions
- Plans instruction in a multi-sourced manner

#### Other pertinent indicators or 'look-fors' in addition to above:

- Plans collaboratively with co-teacher
- Daily adjustments are made to lesson plans based on student understanding
- Utilizes and follows GADOE Frameworks
- Plans for the use of technology
- Individual Education Plans (IEP) influence lesson plans

---

#### Sample Student Evidence from TKES Fact Sheets:

##### Do students. . .

- demonstrate higher order thinking skills on assessments?
- describe a variety of activities used to engage them in meeting the standards?
- understand the teacher's reason for the lesson activities and assessments?
- understand the connections between GSE and classroom assessments?
- engage in learning activities that lead to achieving and exceeding standards?

**Question Stems for Reflective Conversations:**

- How did you decide to approach this plan?
- How did your students' need influence your lesson plan?
- How did you look at student data to help differentiate your lesson?
- Why did you choose to focus on these skills in this lesson?
- Do you feel that your instruction met your goals for the lesson?
- How might you do things differently next time or how might this impact your future lessons?
- What framework do you use to plan your lessons?
- Tell me about your planning process.
- Why did you choose the strategies you used today?
- How did you compose your learning target to address higher order thinking skills?
- Did the lesson meet your expectations?

**Resources/Documentation for above:**

- TKES Fact Sheets – page12
- Student Data Summary Sheets - Evidence Notebook
- CCGSE – <https://www.georgiastandards.org/Common-Core/Pages/default.aspx>
- Georgia Frameworks - <https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/Frameworks.aspx>
- Pacing Guides
- Curriculum Maps
- Lesson Plans
- Assessment Calendar
- Individual Education Plans (IEP), 504 Plans, RTI/SST Interventions
- Collaboration Protocol/Meeting Minutes

**Evaluation Rubric:**

<b>Level IV</b> <input type="checkbox"/> <i>In addition to meeting the requirements for Level III...</i>	<b>Level III</b> <input type="checkbox"/> <i>Level III is the expected level of performance.</i>	<b>Level II</b> <input type="checkbox"/>	<b>Level I</b> <input type="checkbox"/>
<p>The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	<p>The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.</p>	<p>The teacher does not plan, or plans without adequately using state and local school district curricula and standards, <b>or</b> without using effective strategies, resources, <b>or</b> data to meet the needs of all students.</p>

## INSTRUCTIONAL DELIVERY

### TKES Standard 3: Instructional Strategies

The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

#### Sample Performance Indicators from TKES Fact Sheets:

- Engages all students in learning – addresses students who have become disengaged
- Makes instruction relevant to real-world problems
- Allows students to explore, inquire, and meaningfully construct knowledge of real problems that are relevant to them
- Provides authentic learning opportunities
- Uses multiple instructional materials, activities, strategies, and assessment techniques to meet student needs
- Implements a variety of techniques and strategies that enhance student motivation and decrease discipline problems
- Provides in-depth explanations of content
- Covers higher-order concepts and skills thoroughly
- Supports and persists in keeping students on task
- Encourages students to actively integrate new information with prior learning
- Recognizes the schema or pattern in student learning
- Uses multiple levels of questions to stimulate thinking and monitor learning
- Provides corrective feedback
- Uses students' prior knowledge - KWL, discussions, activate connections to previous learning
- Uses remediation, skills-based instruction and differentiated instruction to meet learning needs
- Reinforces learning goals – what students should know and do based upon the standard
- Utilizes research-based strategies and resources:
  - Modeling – demonstrate, think aloud, role play
  - Prompting – make links with learner's prior knowledge, use reminders (“What did you do last time?” and “You do that because. . .”)
  - Questioning – planned and purposeful, use open and closed questions, use wait time, high and low-level (factual, inferential, evaluative) questions, follow-up questions (How did you know that?), conduct research and surveys
  - Giving Feedback – be affirming, informative, guiding, descriptive, evaluative, verbal and non-verbal, spoken and written
  - Explaining – fill knowledge gaps, give directions and instructions, use verbal and graphic instructions
  - Discussion – participants become joint constructors of learning, value and foster interaction
- Students' use technology to enhance learning
- Models and provides scaffolding to support student achievement
- Communicates and presents information clearly – students understand what they are to know and do
- Checks for understanding – questioning, formative assessment
- Asks higher order questions
- Engages student in active learning and maintains student interest
- Engages students in problem-solving activities
- Provides real-life examples and interdisciplinary connections, relevant to real-world problems
- Ensures that learning is authentic and relevant to students' life
- Stresses student responsibility and accountability in mastery of content and skills
- Asks questions of varying depths of knowledge
- Uses wait time during questioning
- Makes the learning student-centered
- Adjusts the delivery and pacing of the lesson in response to student cues
- Differentiates – multiple instructional materials, activities, strategies and assessment techniques to meet students' needs and maximize learning
- Creates a cognitively challenging environment – with in-depth explanations of academic content covering higher-order concepts and skills thoroughly
- Engages students – is supportive and persistent in keeping students on task and encouraging them to actively integrate new information with prior learning
- Recognizes student learning and adjusting materials, activities, and assessment techniques to maximize student learning

- Provides cooperative learning opportunities
- Provides hands-on learning opportunities
- Integrates technology into learning
- Provides inquiry-based learning opportunities

**Other pertinent indicators or ‘look-fors’ in addition to above:**

- Integrates the use of word walls
  - Utilizes journals
  - Appropriately groups students for learning (individual, partners, small groups, whole group)
  - Utilizes anticipation guides
  - Uses KWL Charts and Anchor Charts
  - Uses CRA Model (Concrete, Representational, Abstract)
  - Has a great lesson hook
  - Uses music and songs to promote learning
  - Uses manipulatives and concrete activities
  - Utilizes Multiple Intelligences Model of Instruction
  - Posts and uses learning targets to guide learning
  - Conferences with students regarding their learning and goal attainment
  - Uses graphic organizers
- 

**Sample Student Evidence from TKES Fact Sheets:**

**Do students. . .**

- make transitions from prior knowledge to new concepts?
  - grasp meaning, not just facts?
  - examine their own work and explain how it relates to GSE?
  - compare their work against standard-specific benchmarks?
  - show evidence of the standards in their work?
  - describe the learning expectations?
  - respond, question, and produce products that reflect higher order thinking?
  - demonstrate an ease of use with a wide variety of technology and software resources to complete assignments and show learning?
  - create a range of products that provide evidence of learning?
- 

**Question Stems for Reflective Conversations:**

- How did you decide which instructional strategy/strategies were most appropriate?
- What might you change about your questioning techniques to promote higher level thinking?
- How did you plan for and monitor student engagement?
- How might your assumptions about the students’ existing knowledge and skills have impacted your lesson?
- What is a strategy that you have used this year that you found effective that maybe you have not used in the past?  
How did you determine its effectiveness?

**Resources/Documentation for above:**

- TKES Fact Sheets – page 20
- National Education Technology Standards for Teachers and Students - <http://www.iste.org/standards>
- Higher order thinking questions template - [http://www.med.wright.edu/sites/default/files/aa/facdev/\\_Files/PDFfiles/QuestionTemplates.pdf](http://www.med.wright.edu/sites/default/files/aa/facdev/_Files/PDFfiles/QuestionTemplates.pdf)
- Value of wait time - <http://www.pgcps.pg.k12.md.us/~elc/isquestion3.html>
- Depth of Knowledge – products, roles of teacher/student, activities - [http://www.aps.edu/rda/documents/resources/Webbs\\_DOK\\_Guide.pdf](http://www.aps.edu/rda/documents/resources/Webbs_DOK_Guide.pdf)
- Cooperative and Collaborative Learning – Workshop session - <http://www.thirteen.org/edonline/concept2class/coopcollab/index.html>
- Inquiry –Based Learning – Workshop session - <http://www.thirteen.org/edonline/concept2class/inquiry/index.html>
- Teaching to Academic Standards – Workshop session - <http://www.thirteen.org/edonline/concept2class/standards/index.html>
- Lesson Plans
- Individual Education Plans (IEP), 504 Plans, RTI/SST Interventions
- Grouping Charts
- Class Schedules/Daily Agendas
- Rubrics/Checklists

**Evaluation Rubric:**

<b>Level IV</b> <input type="checkbox"/> <i>In addition to meeting the requirements for Level III...</i>	<b>Level III</b> <input type="checkbox"/> <i>Level III is the expected level of performance.</i>	<b>Level II</b> <input type="checkbox"/>	<b>Level I</b> <input type="checkbox"/>
<p>The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.</p>	<p>The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.</p>	<p>The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning <b>or</b> acquisition of key skills.</p>



## INSTRUCTIONAL DELIVERY

### **TKES Standard 4: Differentiated Instruction**

The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

#### **Sample Performance Indicators from TKES Fact Sheets:**

- Differentiates content for students
- Differentiates process for students
- Differentiates product for students
- Differentiates the learning environment for students
- Provides instruction that motivates each student
- Nurtures diversity to maximize student potential
- Provides remediation for students
- Provides enrichment for students
- Provides acceleration for students
- Manages and facilitates flexible student-centered instruction
- Uses flexible groups for students
- Uses diagnostic assessment data to modify instruction for students
- Uses formative assessment data to modify instruction for students
- Uses summative assessment data to modify instruction for students
- Instructs appropriately for students' levels and needs
- Varies the modalities for accessing information (listening, reading, doing)
- Presents content in incremental steps
- Offers choice in complexity of content
- Monitors and assesses student progress
- Properly manages activities and behavior in the classroom
- Ability groups to tailor instruction for academic success
- Flexibly groups students based on pre-assessment data
- Provides incentives to learn based on interest and current levels of understanding
- Varies assessment methods (oral response, interview, demonstration, reenactment, portfolio, formal test)
- Offers choice in demonstrating what was learned (write a story, draw a picture, tell a real-life experience utilizing what was taught)
- Develops students' critical thinking
- Develops students' creative thinking
- Demonstrates high learning expectations for students
- Recognizes and accommodates individual differences of students
- Recognizes and accommodates differences among groups of students
- Knows and understands students' abilities, achievement, learning styles and needs
- Adjusts curriculum, materials, learning activities, and assessment techniques
- Scaffolds learning
- Facilitates student-centered instruction
- Demonstrates instructional versatility and creativity
- Creates a caring classroom where differences are assets
- Uses technology to differentiate instruction
- Addresses the educational needs of each student through differentiation
- Implements a variety of techniques and strategies to enhance motivation and decrease discipline problems

#### **Other pertinent indicators or 'look-fors' in addition to above:**

- Provides menus to allow students choice

### **Sample Student Evidence from TKES Fact Sheets:**

#### **Do students. . .**

- complete individualized activities to achieve success in content/skills?
  - meet the same standard through differentiated products?
  - participate successfully in group learning activities?
  - practice leadership and support roles in groups?
  - provide feedback to the teacher when they are confused or need help?
  - explain or demonstrate how they can meet the standards?
  - explain options offered by the teacher?
  - explain personal learning goals?
  - record their individual learning goals?
  - have a positive attitude and commitment towards learning?
  - have a choice in the learning task or their demonstration of the learning?
  - explain and demonstrate how they can meet or have met the standards?
- 

#### **Question Stems for Reflective Conversations:**

- Talk to me about effective strategies you have used in other lessons to support differentiated instruction.
  - How are your assumptions about student learning guiding your instruction?
  - How does the work at each center/group differ for each level of learner?
  - How do you determine instruction for all groups?
  - How did you meet the needs of individual learners in this lesson?
  - What data did you use to make decisions about individual student learning needs that were addressed in your lesson?
- 

#### **Resources/Documentation for above:**

- TKES Fact Sheets – page 28
- Intensive Interventions Teacher Toolkit -  
<http://www.centeroninstruction.org/files/Designing%20%26%20Delivering%20Intensive%20Interventions%20Toolkit.pdf>
- Flexible Grouping –  
<http://www.eduplace.com/science/profdev/articles/valentino.html>
- Critical Thinking –  
[http://eps.schoolspecialty.com/downloads/articles/critical\\_thinking-schneider.pdf](http://eps.schoolspecialty.com/downloads/articles/critical_thinking-schneider.pdf)  
<http://mres.gmu.edu/pmwiki/uploads/Main/CritThink.pdf>  
<http://www.criticalthinking.org/pages/elementary-educators-k-3/802/>
- Creative Thinking-  
<http://www.criticalthinking.org/pages/elementary-educators-k-3/802/>
- Authentic Assessment –  
<http://suite101.com/article/authentic-assessment-in-an-elementary-classroom-a166405>
- Informal Assessment –  
<https://ttac.vt.edu/newsletters/newsletter/v11n2.pdf>
- Lesson Plans
- Assessment Data/Evidence Notebook
- Grouping Charts
- Individual Education Plans (IEP), 504 Plans, RTI/SST Interventions
- Menu Charts

#### **Evaluation Rubric:**

<b>Level IV</b> <input type="checkbox"/> <i>In addition to meeting the requirements for Level III...</i>	<b>Level III</b> <input type="checkbox"/> <i>Level III is the expected level of performance.</i>	<b>Level II</b> <input type="checkbox"/>	<b>Level I</b> <input type="checkbox"/>
<p>The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	<p>The teacher inconsistently challenges students by providing appropriate content <b>or</b> by developing skills which address individual learning differences.</p>	<p>The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning differences.</p>

## ASSESSMENT OF AND FOR LEARNING

### **TKES Standard 5: Assessment Strategies**

The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

#### **Sample Performance Indicators from TKES Fact Sheets:**

- Aligns assessments with the curriculum
- Uses diagnostic assessments to ascertain students' strengths, weaknesses, knowledge, or skills
- Uses formative assessments to adjust and modify teaching practices
- Uses summative assessments to determine student attainment of the standards
- Sets goals with students
- Monitors progress of students
- Varies the types of assessments used to determine student needs and progress
- Modifies assessments
- Uses assessments that are appropriate for the students' developmental level
- Provides regular feedback and reinforcement
- Offers timely and specific feedback
- Documents learning results through proper record keeping
- Uses formal assessments for diagnostic purposes
- Uses informal assessments for diagnostic purposes
- Uses formal assessments for formative purposes
- Uses informal assessments for formative purposes
- Uses formal assessments for summative purposes
- Uses informal assessments for summative purposes
- Grading is used to report mastery of content goals and objectives
- Collaborates with others to develop common assessments
- Explains homework clearly
- Uses rubrics for assignments, products, and projects
- Assesses higher- and lower-level content and skills
- Implements accommodations in assessment for students with special needs
- Observes students informally to assess their ongoing learning
- Encourages students' self-assessment of their thinking, reasoning, processes, and products

#### **Other pertinent indicators or 'look-fors' in addition to above:**

- Uses Common Formative Assessments (CFAs)
- Uses problem-based learning
- Uses project-based learning
- Creates rubrics

---

#### **Sample Student Evidence from TKES Fact Sheets:**

##### **Do students. . .**

- describe their strengths and weaknesses based on assessments?
- explain teacher feedback on summative assessments?
- learn from their misconceptions?
- give examples of how the teacher uses different tasks for different individuals/groups?
- give examples of how the teacher assesses prior knowledge?

**Question Stems for Reflective Conversations:**

- What practices are used by the students for self-assessment?
- How did you decide which skills are assessed?
- What is another way you might assess this objective?
- How do you involve students in setting goals?
- Why is this assessment appropriate for the content covered?
- How did your assessment differ from the needs of your students?
- What impact did the collaboration with other teachers have on the assessment used?
- What strategies are used to align curriculum and assessment?

**Resources/Documentation for above:**

- TKES Fact Sheets – page 33
- Multiple Methods of Assessments from Least –Most Complex – [http://209.184.141.5/edtech/CMT-Help/multiple\\_methods\\_of\\_assessment.htm](http://209.184.141.5/edtech/CMT-Help/multiple_methods_of_assessment.htm)
- Tips for Designing and Using Rubrics - <http://www.edutopia.org/blog/designing-using-rubrics-andrew-miller>
- Assessment, Evaluation, and Curriculum Redesign – Workshop session - <http://www.thirteen.org/edonline/concept2class/assessment/index.html>
- Assessing Learning – <http://www.studentsatthecenter.org/sites/scl.dl-dev.com/files/Assessing%20Learning.pdf>
- Lesson Plans
- Assessment Data/Evidence Notebook
- Common Formative Assessments (CFA)
- Rubrics/Checklists

**Evaluation Rubric:**

<b>Level IV</b> <input type="checkbox"/> <i>In addition to meeting the requirements for Level III...</i>	<b>Level III</b> <input type="checkbox"/> <i>Level III is the expected level of performance.</i>	<b>Level II</b> <input type="checkbox"/>	<b>Level I</b> <input type="checkbox"/>
<p>The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	<p>The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies <b>or</b> the instruments are sometimes not appropriate for the content or student population.</p>	<p>The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies <b>or</b> the instruments are not appropriate for the content or student population.</p>

## ASSESSMENT OF AND FOR LEARNING

### TKES Standard 6: Assessment Uses

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

#### Sample Performance Indicators from TKES Fact Sheets:

- Uses diagnostic data to develop student goals
- Uses diagnostic data to differentiate instruction
- Uses diagnostic data to document learning
- Uses formal assessments to measure mastery of learning objectives
- Uses informal assessments to measure mastery of learning objectives
- Uses all assessment tools to inform, guide, and adjust instruction
- Systematically analyzes data to measure student progress
- Systematically analyzes data to design appropriate interventions
- Systematically analyzes data to inform long and short term instructional decisions
- Shares results of student progress with students, parents, and key school personnel
- Provides feedback to students on their progress
- Treats mistakes as opportunities to learn
- Provides informative explanations
- Uses assessment data for goal setting
- Uses progress monitoring to modify instruction
- Has an awareness of when students begin to show unengaged behaviors
- Modifies instruction for off-task behaviors
- Teaches students how to self-assess
- Teaches students how to use metacognitive strategies
- Gives clear, timely, and informative oral feedback
- Gives clear, timely, and informative written feedback
- Uses data to identify students in need of additional or different forms of instruction
- Uses data to determine when instructional modifications are necessary
- Uses data to enhance instructional decision-making
- Uses data to be responsive to student needs
- Returns student work in a timely manner
- Assesses, comments on, and discusses homework in class
- Documents student progress and achievement over time

#### Other pertinent indicators or 'look-fors' in addition to above:

- Collects anecdotal records on student progress
- Collaboratively analyzes data
- Updates data in the data room
- Provides written commentary on student work
- Conferences with students about their assessments
- Allows students to grade/assess their own work

---

#### Sample Student Evidence from TKES Fact Sheets:

##### Do students. . .

- explain how they need to perform on tasks to meet standards?
- remain engaged in learning and on task?
- have multiple opportunities to achieve mastery?
- have multiple opportunities to improve grades?
- articulate assessment procedures?

**Question Stems for Reflective Conversations:**

- What specific data did you use, and how did you use it, to modify your instructional strategies?
- How do you share data with your students?
- How do you share data with your parents?
- Is there another form of data/assessment that would have provided your students with more information regarding their progress?
- What support or resources can I provide you with?
- What impact do you feel that students’ knowledge of the data will have on their overall progress/achievement?
- What was your purpose in giving this particular assessment?

**Resources/Documentation for above:**

- TKES Fact Sheets – page 38
- Teacher/Student reflection - <http://prezi.com/z-iozettlllo/the-reflective-school-by-peter-pappas/>
- Ten Effective Research-Based Instructional Strategies (Marzano, 2000) - <http://www.pknet.com/newmex/pdf/Marzano10Strat.pdf>
- Principles of Instruction - <http://www.aft.org/pdfs/americaneducator/spring2012/Rosenshine.pdf>
- Data Analysis Forms
- Lesson Plans
- Anecdotal Records
- Assessment Data/Evidence Notebook
- Report Cards/Progress Reports
- Rubrics/Checklists
- Student Portfolios

**Evaluation Rubric:**

<b>Level IV</b> <input type="checkbox"/> <i>In addition to meeting the requirements for Level III...</i>	<b>Level III</b> <input type="checkbox"/> <i>Level III is the expected level of performance.</i>	<b>Level II</b> <input type="checkbox"/>	<b>Level I</b> <input type="checkbox"/>
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, <b>or</b> inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

## LEARNING ENVIRONMENT

### TKES Standard 7: Positive Learning Environment

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

#### Sample Performance Indicators from TKES Fact Sheets:

- Provides an enriching learning environment
- Communicates guidelines for behavior
- Establishes a climate conducive to learning
- Handles disruptions appropriately
- Establishes clear expectations for class rules, routines and procedures
- Enforces rules, routines, and procedures consistently and appropriately
- Models caring and care for students
- Models fairness and treat students fairly
- Models respect and treat students with respect
- Models enthusiasm for learning
- Promotes a class climate of trust
- Promotes a class climate of teamwork
- Promotes respect and understanding of students' diversity
- Listens to students' needs
- Listens to students' responses
- Creates a warm, attractive, inviting, and supportive classroom environment
- Arranges class materials and resources appropriately
- Prepares materials in advance and have them ready to use
- Maintains an awareness of all activities in the classroom
- Orchestrates smooth transitions and continuity of classroom momentum
- Creates an engaging and stimulating environment
- Physically arranges the classroom to be functional
- Protects instruction from disruption
- Has a sense of "With-it-ness" – keeps an awareness of when routines need to be altered and anticipates disruptions
- Fosters relationships where respect and learning are central
- Is attuned to students' interests in and out of school
- Establishes discipline, effective routines and smooth transitions
- Monitors and provides prompt feedback
- Paces class activities appropriately
- Utilizes preventative rather than reactive management actions
- Makes learning meaningful
- Identifies and communicates desirable behavior
- Works with students towards common goals
- Provides explicit learning objectives
- Expresses confidence and faith in students' abilities
- Recognizes efforts and achievement
- Celebrates success
- Consistently implements behavior management
- Creates a functional floor plan for the classroom
- Establishes rules and procedures
- Maintains an academic focus with activities
- Orchestrates smooth transitions and maintains momentum throughout teaching and learning
- Uses effective questioning
- Uses challenging but interesting activities
- Makes the most out of every instructional moment
- Assumes responsibility for student learning
- Supports students in achieving high expectations
- Establishes rapport and trustworthiness with students
- Is fair, caring, respectful and enthusiastic



- Frames lessons in a coherent and logical manner
- Identifies and teaches desirable behaviors to students
- Creates a class climate that is warm, welcoming, and nurturing
- Consistently apply rules and procedures
- Encourages classroom talk that is respectful, supportive, and productive
- Develops a sense of trust between the teacher and students and among students
- Makes positive, caring connections with students
- Has effective classroom management
- Takes action to establish order, engage students, and elicit student cooperation
- Responds to disruptions in a timely, appropriate manner
- Actively listens to and pays attention to students' needs and responses
- Values what students say
- Encourages cohesiveness and cooperation
- Uses consistent and proactive discipline
- Uses space, proximity, or movement around the room for nearness to trouble spots and to encourage attention

**Other pertinent indicators or 'look-fors' in addition to above:**

- Has an enthusiasm for learning
- Maintains a neat and organized classroom that is free of clutter
- Minimizes down-time
- Regularly holds class meetings
- Encourages and supports students who share their thinking and learning
- Uses teambuilding activities
- Uses visual schedules and cues for special needs students

---

**Sample Student Evidence from TKES Fact Sheets:**

**Do students. . .**

- follow classroom procedures consistently?
- show respect for classmates?
- show respect for the teacher?
- expect consequences for inappropriate behavior?
- work well with others?
- receive and give regular acknowledgements, celebrations, and recognitions?
- remain engaged in learning tasks and activities?
- trust their teacher?
- interact positively with their teacher?
- know what is expected of them?
- bond with their classmates and teacher?
- engage in discussions of differences?
- have a positive perception of their classroom?
- know what is expected?
- feel safe and protected?
- trust others?
- have a strong sense of personal worth?
- feel that they are equal to others?
- feel accepted and valued as a member of the class?

**Other Student Evidence:**

**Do students. . .**

- understand classroom procedures?
- have their own space in the classroom?
- know where to get classroom materials when needed?

**Question Stems for Reflective Conversations:**

- What is another way you could manage your materials/small group to better use your time?
- What impact do you think your student’s behavior had on the effectiveness of your lesson?
- Why did you choose to respond in the manner you did and how could you have responded differently?
- What are some ways you build respect between students?
- How did you develop/present/model your classroom procedures/routines/expectations? Do you revisit and how often?
- What do you do to maintain respect in your classroom?

**Resources/Documentation for above:**

- TKES Fact Sheets – page 43
- Routines and Procedures – <http://www.educationoasis.com/instruction/cm/routines.htm>
- Harry Wong, The Well-Managed Classroom – [http://go.hrw.com/resources/go\\_sc/gen/HSTPR034.PDF](http://go.hrw.com/resources/go_sc/gen/HSTPR034.PDF)
- Learning Environment – <http://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber>
- 21<sup>st</sup> Century Learning – [http://www.p21.org/storage/documents/le\\_white\\_paper-1.pdf](http://www.p21.org/storage/documents/le_white_paper-1.pdf)
- Habits of Mind Resources – <http://www.habitsofmind.org/node/807>
- Class Rules/Behavior Charts
- Schedules/Daily Agendas
- Class Meeting Minutes

**Evaluation Rubric:**

<b>Level IV</b> <input type="checkbox"/> <i>In addition to meeting the requirements for Level III...</i>	<b>Level III</b> <input type="checkbox"/> <i>Level III is the expected level of performance.</i>	<b>Level II</b> <input type="checkbox"/>	<b>Level I</b> <input type="checkbox"/>
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

## LEARNING ENVIRONMENT

### **TKES Standard 8: Academically Challenging Environment**

The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

#### **Sample Performance Indicators from TKES Fact Sheets:**

- Maximizes instructional time
- Establishes a clear academic focus
- Develops lessons that are well-organized and well-planned
- Explicitly states learning objectives
- Provides an appropriate instructional pace
- Holds high expectations for performance
- Focuses classroom time on teaching and learning
- Conveys to students that mistakes are a valuable part of learning
- Provides students with challenging material and assignments
- Provides students with relevant material and assignments
- Communicates high expectations for student learning
- Provides academic rigor
- Provides a quality learning environment
- Carefully links learning objectives and activities
- Organizes content for effective presentation
- Checks students' understanding and retains students' attention by asking questions
- Is a supportive and persistent teacher
- Clearly articulates high expectations
- Stresses student responsibility and accountability
- Creates conditions of active engagement
- Encourage critical and creative thinking
- Encourages productivity by providing appropriately challenging and relevant material and assignments
- Pushes student to achieve goals
- Encourages students to explore new ideas
- Encourages students to take academic risks
- Links learning to real-life experiences
- Checks for student understanding through questioning
- Stresses student responsibility and accountability
- Provides alternative teaching methods
- Infuses rigor in everything you do - based on each individual child
- Directly involves learners in actions that support cognition and intentional learning
- Attributes value to the learning tasks
- Identifies relationships between knowledge to be gained and students' personal life
- Provides experiences that allow learners to see the same information in different ways, from different points of view, or to use it for different purposes
- Encourages learners to think about their own learning processes

#### **Other pertinent indicators or 'look-fors' in addition to above:**

- Provides choices to students to enhance their learning
- Uses and informs students of their daily agenda
- Sets goals with students
- Utilizes exemplars

**Sample Student Evidence from TKES Fact Sheets:****Do students. . .**

- transition smoothly between groups and learning activities?
- manage their time and resources?
- work independently?
- work cooperatively?
- keep records of their own progress?
- keep records of their own behavior?
- monitor their behavior?
- analyze their work against benchmarks?
- communicate why their work meets, exceeds, or does not meet GSE?

**Other Student Evidence in addition to above:****Do students. . .**

- set their own goals?
- 

**Question Stems for Reflective Conversations:**

- What is the connection between maximizing instructional time and student achievement?
  - How are routines established for transitions?
  - What is another way you might increase instructional time?
  - How can you engage students in thinking instead of just following steps?
  - How do you time your instructional transitions if they aren't written in your lesson plans?
  - What would you have to tweak in order for student to be more self-directed learners?
  - What strategies could you use to encourage your students to think outside of the box?
  - What do you typically do when several students have already mastered the content?
  - How do the students in you class know what your challenging expectations are?
  - How do you know your students are taking academic risks?
  - How do your questions foster critical thinking skills and application of the concepts?
- 

**Resources/Documentation for above:**

- TKES Fact Sheets – page 53
- Academic Rigor Rubric - <http://www.ncpublicschools.org/academicservices/gifted/resources/reports/nonnegotiables>
- Mind, Brain, and Education – <http://www.studentsatthecenter.org/sites/scl.dl-dev.com/files/Mind%20Brain%20Education.pdf>
- Lesson Plans
- Student Work Samples
- Rubrics/Checklists
- Teacher Commentary
- Conference Notes
- Goals Setting Documentation

**Evaluation Rubric:**

<b>Level IV</b> <input type="checkbox"/> <i>In addition to meeting the requirements for Level III...</i>	<b>Level III</b> <input type="checkbox"/> <i>Level III is the expected level of performance.</i>	<b>Level II</b> <input type="checkbox"/>	<b>Level I</b> <input type="checkbox"/>
<p>The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i></p>	<p>The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	<p>The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.</p>	<p>The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, <b>or</b> where students are self-directed learners.</p>

## PROFESSIONALISM & COMMUNICATION

### TKES Standard 9: Professionalism

The teacher exhibits a commitment to professional ethics and the school's mission and participates in professional growth opportunities to support student learning, and contributes to the profession.

#### Sample Performance Indicators from TKES Fact Sheets:

- Follows federal and state laws
- Follows the Code of Ethics for Educators
- Follows state and local school board policies, regulations, and practices
- Maintains a professional demeanor and behavior
- Is professional in appearance
- Is punctual
- Adheres to schedules created to maintain safety and security
- Adheres to morning and after school duty expectations
- Is professional with personal attendance
- Values and practices the principles, standards, ethics, and legal responsibilities of teaching
- Is committed to and skilled in areas of expertise
- Adheres to legal and ethical guidelines
- Demonstrates professional demeanor and positive interaction with others
- Respects the diversity of ethnicity, race, gender, and special needs
- Acts as a reflective practitioner
- Acquires and refines professional knowledge and skill
- Engages in ongoing professional renewal
- Embraces the practices of a life-long learner
- Serves as a role model for other educators
- Serves on school, district, regional, and state educational committees/work groups
- Participates in professional associations
- Contributes to the development of the profession (presenting, writing, etc.)
- Respects and maintains confidentiality
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills
- Sets goals for self-improvement
- Participates in professional growth activities based on weaknesses or areas for self-improvement
- Incorporates professional growth learning into classroom activities
- Adapts to school change
- Engages in activities outside of the classroom for school enhancement
- Engages in activities outside of the classroom for student enhancement
- Takes pleasure in teaching
- Sets high expectations for personal classroom performance
- Demonstrates high efficacy
- Supports school change and initiatives
- Shares practices through mentoring, coaching, team teaching, and shadowing
- Daily practices are grounded in the beliefs, values, and attitudes held toward the profession
- Cares about students and respect them as individuals
- Is flexible, adaptable, and will search for what works
- Utilizes excellent management skills
- Is organized
- Loves working with children/loves children
- Believes all children can learn at high levels – sets high expectations
- Is hard working and dedicated
- Possesses excellent communication skills
- Is enthusiastic and energetic
- Is caring, dedicated, motivating, encouraging, nurturing, supportive, and respectful
- Maintains high self-efficacy
- Invests in own education – takes responsibility for own learning
- Holds an image of what is possible and desirable in teaching

- Has a deep knowledge of content, pedagogy, students, and social contexts
- Incorporates learning from professional development activities into classroom practice
- Sets high expectations for personal classroom performance
- Utilizes theoretical and practical tools – integrate into practice
- Practices self-reflection, self-evaluation, and self-critique as learning tools
- Invites feedback
- Monitors teaching
- Acts individually and collectively to advance the teaching profession
- Is willing to share ideas and assist other teachers with difficulties
- Volunteers to lead work teams
- Volunteers to mentor new teachers
- Takes risks
- Links professional growth goals to professional development opportunities
- Participates in professional learning

**Other pertinent indicators or ‘look-fors’ in addition to above:**

- Exhibits teamwork
  - Maintains a positive attitude
  - Remains flexible
  - Has a willingness to try new things
  - Attends school events/performances
  - Supports PTO
  - Leads clubs
- 

**Sample Student Evidence from TKES Fact Sheets:**

**Do students. . .**

- provide feedback to the teacher about strategies being taught?
- report that they are actively participating in lessons?
- report that the teacher and others in the school support student learning?
- offer input toward school improvement through the teacher?

**Other Student Evidence in addition to above:**

**Do students. . .**

- shows respect for the teacher?
- 

**Question Stems for Reflective Conversations:**

- What does professionalism look like, sound like, and feel like?
- How has the professional development impacted you as a professional?
- How would you explain your role in collaborative planning?
- How do you contribute to the profession?

**Resources/Documentation for above:**

- TKES Fact Sheets – page 60
- Teacher Self-Efficacy Scale - <http://people.ehe.osu.edu/ahoy/files/2009/02/bandura-instr.pdf>
- GA Code of Ethics for Educators - <http://www.gapsc.com/rules/current/ethics/505-6-.01.pdf>
- Newsletters
- Class Website
- Survey Data
- Commendations/Awards
- Collaborative Meeting Minutes
- Conference Attendance

**Evaluation Rubric:**

<b>Level IV</b> <input type="checkbox"/> <i>In addition to meeting the requirements for Level III...</i>	<b>Level III</b> <input type="checkbox"/> <i>Level III is the expected level of performance.</i>	<b>Level II</b> <input type="checkbox"/>	<b>Level I</b> <input type="checkbox"/>
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.



## PROFESSIONALISM & COMMUNICATION

### TKES Standard 10: Communication

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

#### Sample Performance Indicators from TKES Fact Sheets:

- Uses verbal communication to promote learning in the classroom
- Uses verbal communication to promote learning in the school environment
- Uses non-verbal communication to foster positive interactions
- Uses non-verbal communication to promote learning in the classroom
- Uses non-verbal communication to promote learning in the school environment
- Engages in ongoing, timely, and constructive communication with families
- Shares instructional goals, expectations, and student progress with families
- Collaborates and networks with colleagues and the community to enhance and promote student learning
- Uses precise language
- Conveys ideas effectively
- Communicates with students in a compelling manner
- Orients students to learning
- Advocates for better strategies for meeting students' learning needs
- Advocates for the profession by appreciating and practicing principles, ethics, and legal responsibilities
- Advocates for the well-being of the district/system by initiating, valuing, and maintaining collaboration and partnerships with various stakeholders
- Possesses strong communication skills
- Offers clear explanations and direction
- Recognizes the levels of involvement ranging from networking to collaboration
- Uses multiple forms of communication between school and home
- Uses informal contacts at school events and in the community to keep the lines of communication open
- Creates connections between family, school, and community
- Helps families establish home environments to support children as students
- Recruits and organizes families to help the school and support students
- Provides families with information and ideas to support students with homework
- Includes parents in decision-making
- Uses correct vocabulary and grammar
- Uses appropriate forms of oral and written communication
- Explains directions to students in a logical, sequential, and age-appropriate manner
- Explains concepts to students in a logical, sequential, and age-appropriate manner
- Explains lesson content to students in a logical, sequential, and age-appropriate manner
- Follows school and district policies regarding communication of student information
- Demonstrates a collaborative and approachable style to parents and students
- Listens and responds with cultural awareness to stakeholders (students, parents, colleagues, community)
- Listens and responds with empathy to stakeholders (students, parents, colleagues, community)
- Listens and responds with understanding to stakeholders (students, parents, colleagues, community)
- Uses communication modes appropriate to the situation
- Exhibits active listening
- Displays interest and concern about the students' lives outside of school
- Keeps a log of parent communication
- Is accessible to parents and students
- Engages in collaborative problem-solving
- Collaborates with the community to identify and integrate resources and services that support student learning
- Communicates internally and externally
- Utilizes communication logs

**Other pertinent indicators or ‘look-fors’ in addition to above:**

- Maintains and updates class website
- Informs parents of class’ instructional focus for week/month through email, website, or newsletter
- Attends grade level meetings and supports grade level goals

**Student Evidence from TKES Fact Sheets:**

**Do students. . .**

- give examples of how the teacher involves their families in classroom activities?
- report that the teacher contacts their families regularly for positive feedback or concerns?
- show comfort in having their family members visit the classroom?

**Question Stems for Reflective Conversations:**

- What is another way that you might communicate with parents to increase student achievement? What sort of impact might this new form have?
- How have you reached out to various stakeholders?
- What might you see happening in your classroom if you made parents aware of what the students are doing in the classroom?

**Resources/Documentation for above:**

- TKES Fact Sheets – page 68
- Class Website
- Communication Log
- Emails
- Meeting Minutes (Conference, Grade Level, Staff/Faculty, etc.)

**Evaluation Rubric:**

Level IV <input type="checkbox"/> <i>In addition to meeting the requirements for Level III...</i>	Level III <input type="checkbox"/> <i>Level III is the expected level of performance.</i>	Level II <input type="checkbox"/>	Level I <input type="checkbox"/>
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders <b>or</b> communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.