

Task E

Assesses and Manages Professional Growth

Intern Name:

Date:

Cycle:

Kentucky Teacher Standards Self-Assessment

To initiate the development of your Professional Growth Plan, prior to the Orientation Meeting, assess your level of performance on each of the indicators by entering a number between one (1) and four (4) in the blanks to the left of each indicator. **The scale to be used is: (1) limited, (2) some, (3) adequate and (4) extensive.** You may wish to examine the rubric for each indicator on the Intern Performance Record (IPR) to see the range of performance.

You will repeat this self-assessment process in Cycle 3 as part of your final assessment of professional growth and identification of future areas for professional growth.

STANDARD 1: The Teacher Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Performance Criteria: The extent to which you:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>
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- 1.1 Communicate concepts, processes, and knowledge.
- 1.2 Connect content to life experiences of students.
- 1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
- 1.4 Guide students to understand content from various perspectives.
- 1.5 Identify and address students' misconceptions of content.

STANDARD 2: The Teacher Designs and Plans Instruction

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

Performance Criteria: The extent to which the planning demonstrates that you:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>
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- 2.1 Develop significant objectives aligned with standards.
- 2.2 Use contextual data to design instruction relevant to students.
- 2.3 Plan assessments to guide instruction and measure learning objectives.
- 2.4 Plan instructional strategies and activities that address learning objectives for all students.
- 2.5 Plan instructional strategies and activities that facilitate multiple levels of learning

STANDARD 3: The Teacher Creates and Maintains Learning Climate

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

Performance Criteria: The extent to which you:

Orientation Cycle 3
Self-Assessment Self-Assessment

- 3.1 Communicate high expectations.
- 3.2 Establish a positive learning environment.
- 3.3 Value and support student diversity and addresses individual needs.
- 3.4 Foster mutual respect between teacher and students and among students.
- 3.5 Provide a safe environment for learning.

STANDARD 4: The Teacher Implements and Manages Instruction

The teacher introduces implements and manages instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation Cycle 3
Self-Assessment Self-Assessment

- 4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.
- 4.2 Implement instruction based on diverse student needs and assessment data.
- 4.3 Use time effectively.
- 4.4 Use space and materials effectively.
- 4.5 Implement and manage instruction in ways that facilitate higher order thinking.

STANDARD 5: The Teacher Assesses and Communicates Learning Results

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

Performance Criteria: The extent to which you:

Orientation Cycle 3
Self-Assessment Self-Assessment

- 5.1 Use pre-assessments.
- 5.2 Use formative assessments.
- 5.3 Use summative assessments.
- 5.4 Describe, analyze and evaluate student performance data.

5.5 Communicate learning results to students and parents.

5.6 Allow opportunity for student self-assessment.

STANDARD 6: The Teacher Demonstrates the Implementation of Technology

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.

Performance Criteria: The extent to which you:

Orientation Cycle 3
Self-Assessment Self-Assessment

- 6.1 Use available technology to design and plan instruction.
- 6.2 Use available technology to implement instruction that facilitates student learning.
- 6.3 Integrate student use of available technology into instruction.
- 6.4 Use available technology to assess and communicate student learning.
- 6.5 Demonstrate ethical and legal use of technology.

STANDARD 7: The Teacher Reflects On and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching and learning situations and/or programs.

Performance Criteria: The extent to which you:

Orientation Cycle 3
Self-Assessment Self-Assessment

- 7.1 Use data to reflect on and evaluate student learning.
- 7.2 Use data to reflect on and evaluate instructional practice.
- 7.3 Use data to reflect on and identify areas for professional growth.

STANDARD 8: The Teacher Collaborates with Colleagues/Parents/Others

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

Performance Criteria: The extent to which you:

Orientation Cycle 3
Self-Assessment Self-Assessment

- 8.1 Identify students whose learning could be enhanced by collaboration.
- 8.2 Design a plan to enhance student learning that includes all parties in the collaborative effort.
- 8.3 Implement planned activities that enhance student learning and engage all parties.
- 8.4 Analyze data to evaluate the outcomes of collaborative efforts.

STANDARD 9: The Teacher Evaluates Teaching and Implements Professional Development

The teacher evaluates his or her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the necessary skills and processes and implements a professional development plan.

Performance Criteria: The extent to which you:

Orientation Cycle 3
Self-Assessment Self-Assessment

- 9.1 Self-assess performance relative to Kentucky's Teacher Standards.
- 9.2 Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- 9.3 Design a professional growth plan that addresses identified priorities.
- 9.4 Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

STANDARD 10: The Teacher Provides Leadership Within School, Community and Profession

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

Performance Criteria: The extent to which you:

Orientation Cycle 3
Self-Assessment Self-Assessment

- 10.1 Identify leadership opportunities that enhance student learning and/or professional environment.
- 10.2 Develop a plan for engaging in leadership activities.
- 10.3 Implement a plan for engaging in leadership activities.
- 10.4 Analyze data to evaluate the results of planned and executed leadership efforts.

Analysis of Self-Assessment Data

1. Review your self-assessment for each Kentucky Teacher Standard, especially noting all the indicators you rated as (1) limited or (2) some.
2. Carefully read each of the ten tasks presented in the TPA Handbook to get a clear understanding of the performance expectation for each task and the standard(s) addressed by each task.
3. Use the insights gained from reviewing your self-assessment data and carefully reading the TPA tasks to begin to:
 - Identify your strengths in terms of tasks and related standards.

 - Identify areas for growth (tasks and related standards for which you might need support or assistance to be successful) and types of professional development you will need.

Task E

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Intern Name:

Date:

Cycle:

Prior to Cycle 1 Committee Meeting

1. Identifying strengths and Areas for Growth

Using the analysis of your self-assessment, student performance data, and feedback from your resource teacher, work with your resource teacher to identify your strengths and areas for professional growth related to the Kentucky Teacher Standards.

- **Strengths**

- **Areas for Growth**

2. Identifying Priority Areas for Growth

From the identified areas for growth, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.

- **Priority Area 1**

- **Priority Area 2**

- **Priority Area 3**

Considering the context of your school, data about your students and the analysis of your self-assessment data, what types of professional development do you think you need?

Cycle 1 Committee Meeting

Your committee will meet with you to reconcile the strengths and priority areas the members identified in Cycle 1 with those you have identified. At that time, you will determine appropriate professional growth activities for Cycle 2. Using the Professional Growth Work Plan template, develop a work plan for each identified Priority Area for Growth. Your work plans must be sent to your committee for review and approval.

Task E Professional Growth Plan

Intern Name:

Date:

Cycle:

Professional Growth Work Plan
(Each work plan must be approved by your committee before implementation.)

Priority Area for Growth:

Standard(s) #

Professional Growth Objective:

Activities	Timeline	Assistance/Resources Needed

How will progress in addressing this area for growth be assessed?

Professional Growth Work Plan

(Each work plan must be approved by your committee before implementation.)

Priority Area for Growth:

Standard(s) #:

Professional Growth Objective:

Activities	Timeline	Assistance/Resources Needed

How will progress in addressing this area for growth be assessed?

Professional Growth Work Plan

(Each work plan must be approved by your committee before implementation.)

Priority Area for Growth:

Standard(s) #

Professional Growth Objective:

Activities	Timeline	Assistance/Resources Needed

How will progress in addressing this area for growth be assessed?

Cycle 2**Progress Update**

Provide evidence in your progress update that your PGP activities are having a positive impact on student learning. If it is too early for your growth activities to yield evidence or student learning/achievement, provide evidence of how the activities have had an impact on your instruction.

Cycle 3**Final Self-Assessment**

- Discuss the progress made in addressing each Priority Area for Growth identified in your work plans. Did you achieve your professional growth objectives?
- Using the Kentucky Teacher Standard Self-Assessment, conduct a Cycle 3 assessment of your performance level on each standard. Compare this final assessment with your Orientation self-assessment and identify specific areas of growth.
- Discuss how the professional development activities completed during the year have improved your instructional effectiveness and student learning.