

## Teaching Conditions Standard 2: Facilities and Resources

*Facilities and resources are provided for teachers to deliver quality instruction.*

### 2a. Materials and resources are available to facilitate quality instruction.

- ✓ Teachers have sufficient access to appropriate instructional materials and resources.
- ✓ Materials and resources meet instructional needs of teachers and the learning needs of students.

### 2b. Technology facilitates 21st Century learning opportunities.

- ✓ Reliable and available technology meets the 21st Century instructional needs of teachers.
- ✓ Technical support is provided to teachers to ensure quality access and use of technology.
- ✓ Training is provided to teachers to ensure quality access and use of technology to enhance student learning.
- ✓ Teachers have access to sufficient communication technology.

### 2c. Physical environments support teaching and learning.

- ✓ Well-maintained physical environments are matched to teaching and learning needs.
- ✓ Collaboration among school leadership, teachers, and support and maintenance staff ensures quality environments for teaching and learning.
- ✓ The SBDM Council policy includes commitment to teachers work spaces that are supportive of planning and collaboration.

### 2d. Teachers have access to a broad range of professional support.

- ✓ Teachers have access to professional support that enhances student learning.

## FACILITIES AND RESOURCES

Facilities and resources support the teaching and learning environment. Materials and resources are available and meet the instructional needs of teachers and the learning needs of students.

Teachers receive reliable support that enhances their abilities to access and use instructional and communication technology.

Teachers receive reliable support that enhances their abilities to fully utilize available materials and physical resources.

The physical environments of schools address teaching and learning needs and are well maintained. SBDM Council is committed to providing adequate work spaces for teachers that are supportive of planning and collaboration. Most teachers have access to their own work space as well as shared space.

Teachers have access to professional support to improve teaching and learning.

**TEACHING CONDITIONS STANDARD 2—FACILITIES AND RESOURCES**

Facilities and resources are provided for teachers to deliver quality instruction.

**2a. Materials and resources are available to facilitate quality instruction.**

*Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.A, 3.1.C, 3.1.D*

Exemplary	Accomplished	Developing	Insufficient
Teachers have access to a wide range of high quality instructional materials and resources.	Teachers have more than sufficient access to appropriate instructional materials and resources.	Teachers have access to appropriate instructional materials and resources.	Teachers have limited or no access to appropriate instructional materials and resources.
Teachers have reliable access to a wide range of materials and resources that meet the instructional needs of teachers and the learning needs of students.	Teachers often have access to a wide range of materials and resources that meet the instructional needs of teachers and the learning needs of students.	Materials and resources are available to meet instructional needs of teachers and the learning needs of students.	Resources are limited, or unreliable, insufficient, and generally do not meet the instructional needs of teachers and the learning needs of students.

**2b. Technology facilitates 21st Century learning opportunities.**

*Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.F, 3.1.G, 3.1.H*

Teachers have reliable access to a wide range of 21st Century technology across classrooms that are well integrated into the instructional practices of the faculty.	Reliable and available technology meets the 21st Century instructional needs of teachers.	Technology is available to meet the 21st Century instructional needs of teachers.	Technology is unreliable, insufficient, and generally does not meet the instructional needs of teachers or provide 21st Century learning opportunities.
Training is consistently provided to teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices.	Technical support is provided to teachers to ensure quality access and use of technology. Training is often provided to teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices.	Technical support is provided to help teachers to access and use technology. Training is provided to teachers to ensure quality access and use of technology to enhance student learning.	There is little or no support to access and/or use of technology. Little or no training is provided to teachers to ensure quality access and use of technology.
Teachers have consistent access to 21st Century communication technology which facilitates integration into student learning.	Teachers have access to 21st Century communication technology and are often able to integrate into student learning.	Teachers have access to sufficient 21st Century communication technology.	Teachers have limited or no access to communication technology.

**TEACHING CONDITIONS STANDARD 2—FACILITIES AND RESOURCES (CONTINUED)**

Facilities and resources are provided for teachers to deliver quality instruction.

<b>2c. Physical environments support teaching and learning.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.F, 3.1.G, 3.1.H</i>			
<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Insufficient</b>
School leadership, teachers and support staff take an active part in the maintenance and enhancement of the physical environment to ensure they are matched to teaching and learning needs. Stakeholders take pride in their school environment.	Effective and well maintained physical environments are matched to teaching and learning needs.	Well maintained physical environments support teaching and learning needs.	Lack of appropriate physical environments and/or lack of maintenance limit teaching and learning. Quality and care of physical environments are inconsistent and may be sporadic and reactive.
Routine collaboration among school leadership, teachers, support and maintenance staff ensures quality environments for teaching and learning.	Collaboration among school leadership, teachers, support staff and maintenance staff ensures quality environments for teaching and learning.	There is adequate work space to ensure quality environments for teaching and learning.	Work space is insufficient. Teachers have limited or no access to shared work space.
SBDM Council policy includes commitment to teachers' work spaces such that they are supportive of planning and collaboration. All teachers have access to a variety of work spaces that support a wide range of planning and collaboration.	SBDM Council ensures teachers have work spaces that are supportive of planning and collaboration. Teachers have access to their own work space and to a variety of additional work settings and spaces that support a wide range of activities.	SBDM Council is committed to providing adequate work spaces for teachers that are supportive of planning and collaboration. Most teachers have access to their own work space as well as shared space.	There is no evidence the SBDM Council is committed to ensuring teachers' work spaces are adequate and supportive of the learning environment.
<b>2d. Teachers have access to a broad range of professional support.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.E</i>			
Collaboration with teachers, school leaders and professional support personnel result in schedules which are designed to allow access to a broad range of professional support to improve teaching and student learning.	Most schedules for teachers are designed to allow access for professional support that enhances student learning.	Teachers have access to professional support that enhances student learning.	Teachers have schedules that allow for little or limited access to professional support that enhance student learning.