

## Teaching Conditions Standard 8: Instructional Practices and Support

*Schools provide support for data analysis and teachers' collaboration to improve teaching and learning.*

- 8a. Teachers use formative and summative assessment data to drive instructional practice.**
- ✓ Teachers use assessment data to implement appropriate interventions and enrichment strategies to enhance student learning.
- 8b. Teachers are supported to work collaboratively to develop, align, and improve instructional practices.**
- ✓ Teachers engage in collaborative practices across multiple settings.
  - ✓ Best practices are developed and shared through collegial opportunities within the school setting.
- 8c. Teachers are assigned classes that maximize their likelihood of success with students.**
- ✓ School leadership actively involves teachers to effectively match teachers' expertise and strengths to students' needs.
  - ✓ Teachers use their expertise to make decisions about instructional delivery (e.g. pacing, materials, pedagogy).
  - ✓ Teachers are encouraged to use innovative strategies and to take risks to improve instruction.

### INSTRUCTIONAL PRACTICES AND SUPPORT

Assessment data is used to implement interventions and enhance student learning.

Teachers have adequate knowledge of, and support for, effective practices to support purposeful collaboration.

There are opportunities for best practices to be developed and shared among colleagues in the school setting.

Teachers are assigned classes based on matching teacher expertise with students' needs.

Teachers have autonomy to make decisions about instructional delivery (e.g. pacing, materials and pedagogy).

Teachers are encouraged to try innovative strategies and to take risks.

**TEACHING CONDITIONS STANDARD 8—INSTRUCTIONAL PRACTICES AND SUPPORT**

Schools provide support for data analysis and teachers’ collaboration to improve teaching and learning.

<b>8a. Teachers use formative and summative assessment data to drive instructional practice.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 9.1.A, 9.1.B, 9.1.C</i>			
<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Insufficient</b>
The use of assessment data to implement interventions and strategies is both supported and encouraged.	Teachers routinely use assessment data to implement appropriate interventions and enrichment strategies to enhance student learning.	Assessment data is used to implement interventions and enhance student learning.	Little or no assessment data is used in the development of interventions and enrichment strategies.
<b>8b. Teachers are supported to work collaboratively to develop, align and improve instructional practices.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 9.1.D, 9.1.E, 9.1.F, 9.1.G, 9.1.H</i>			
Teachers utilize expert knowledge of collaborative practices in ways that advance effective teaching and student learning in formal and supported professional learning groups.	Teachers engage in collaborative practices across multiple settings.	Teachers have adequate knowledge of, and support for, effective practices to support purposeful collaboration.	Teachers have little knowledge of or support for effective collaborative practices.
Collegial opportunities to develop and share best practices are abundant and encouraged in the school setting.	Best practices are developed and shared through planned collegial opportunities within the school setting.	There are opportunities for best practices to be developed and shared among colleagues in the school setting.	Teachers have little or no opportunity to develop and share best practices with colleagues in the school setting.
<b>8c. Teachers are assigned classes that maximize their likelihood of success with students.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 9.1.G</i>			
Teachers are systematically assigned classes that fully utilize teacher expertise, meet students’ needs, and maximize student learning.	Teachers are assigned classes intentionally in ways that utilize teacher expertise to meet students’ needs and impact learning.	Teachers are assigned classes based on matching teacher expertise with students’ needs.	Little or no consideration is taken of teachers’ course load, teaching ability, content knowledge or experience in assigning class sizes and assignments.
Teachers are considered experts and are trusted to make decisions about delivery (i.e. pacing, materials and pedagogy.)	Teachers routinely make decisions about instructional delivery (e.g. pacing, materials and pedagogy) based on their expertise.	Teachers have autonomy to make decisions about instructional delivery (e.g. pacing, materials and pedagogy.)	Teachers do not have autonomy to make decisions about instructional delivery (e.g. pacing, materials and pedagogy.)
Teachers are both supported and strongly encouraged to use innovative strategies and to take risks to improve instruction.	Teachers routinely use innovative strategies and take risks to improve instruction.	Teachers are encouraged to try innovative strategies and to take risks.	Teachers are not encouraged to try innovative strategies or to take risks to improve instruction.