

# Kentucky's Standards for Teaching and Learning

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Included in this section are the:

- Kentucky's Learning Goals and Academic Expectations
- Kentucky New Teacher Standards

(Note: For your reference, the KDE website <http://www.education.ky.gov/KDE/Default.htm> offers access to these documents as well as the Core Content for Assessment and the Program of Studies)

- University of Louisville Diversity Standard

## Kentucky's Learning Goals and Academic Expectations

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What Kentucky's High School Graduates Must Know  
and Be Able to Do as They Exit Public School

The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

### Assumption Underlying KERA

*All students are capable of learning.*

The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals. All Kentucky students are expected to achieve the goals and academic expectations.

#### GOAL 1:

Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
- 1.3 Students make sense of the various things they observe.
- 1.4 Students make sense of the various messages to which they listen.
- 1.5–1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.

- 1.10 Students organize information through development and use of classification rules and systems.
- 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

**GOAL 2:**

Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

**SCIENCE**

- 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
- 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
- 2.3 Students identify and analyze systems and the ways their components work together or affect each other.
- 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
- 2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
- 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

**MATHEMATICS**

- 2.7 Students understand number concepts and use numbers appropriately and accurately.
- 2.8 Students understand various mathematical procedures and use them appropriately and accurately.
- 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
- 2.10 Students understand measurement concepts and use measurements appropriately and accurately.

- 2.11 Students understand mathematical change concepts and use them appropriately and accurately.
- 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.
- 2.13 Students understand and appropriately use statistics and probability.

### **SOCIAL STUDIES**

- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
- 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 2.21 (Incorporated into 2.16)

### **ARTS AND HUMANITIES**

- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.
- 2.27 Students recognize and understand the similarities and differences among languages.
- 2.28 Students understand and communicate in a second language.

### **PRACTICAL LIVING**

- 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.30 Students evaluate consumer products and services and make effective consumer decisions.

- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.
- 2.34 Students perform physical movement skills effectively in a variety of settings.
- 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

### **VOCATIONAL STUDIES**

- 2.36 Students use strategies for choosing and preparing for a career.
- 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other post secondary training or to get a job.

### **GOAL 3:**

Students shall develop their abilities to become self-sufficient individuals. \*

- 3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
- 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
- 3.4 Students demonstrate the ability to be resourceful and creative.
- 3.5 Students demonstrate self-control and self-discipline.
- 3.6 Students demonstrate the ability to make decisions based on ethical values.
- 3.7 Students demonstrate the ability to learn on one's own.

### **GOAL 4:**

Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service. \*

- 4.1 Students effectively use interpersonal skills.
- 4.2 Students use productive team membership skills.
- 4.3 Students individually demonstrate consistent, responsive, and caring behavior.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

- 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view.
- 4.6 Students demonstrate an open mind to alternative perspectives.

***\*Note: Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.***

**GOAL 5:**

Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
- 5.3 Students organize information to develop or change their understanding of a concept.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

**GOAL 6:**

Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

- 6.1 Students connect knowledge and experiences from different subject areas.
- 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.
- 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

# KENTUCKY'S NEW TEACHER STANDARDS

## New Teacher Standard I:

## Designs/Plans Instruction

New Teacher Standard I: The teacher designs/plans instruction and learning climates 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.

Performance Criteria: The extent to which the teacher's plan:

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|---|-----|---|
| 1. Focuses instruction on one or more of Kentucky's learner goals and outcomes.   | vs. | Has no specified focus for instruction or focuses on outcomes, not related to Kentucky's learner goals.   |
| 2. Develops the student's ability to apply knowledge, skills, and thinking processes.   | vs. | Focuses on the acquisition of knowledge and skills without regard for application.  |
| 3. Integrates skills, thinking processes, and content across disciplines.   | vs. | Focuses on discrete skills and knowledge in separate disciplines.   |
| 4. Proposes learning experiences that challenge, motivate, and actively involve the learner.  | vs. | Proposes activities that are not likely to challenge each learner and require only passive participation.   |
| 5. Proposes learning experiences that are developmentally appropriate for learners. Describes experiences for multiple levels of complexity to accommodate students at different levels of performance. | vs. | Proposes learning activities that are either too elementary or too advanced for the learner.<br>Provides the same learning experiences for all students without variation in level of complexity. |
| 6. Incorporated strategies that address physical, social, and cultural diversity and shows sensitivity to differences.  | vs. | Ignores physical, social, and cultural diversity as important concepts in the design of instruction.  |
| 7. Establishes physical classroom environments to support the type of teaching and learning that is to occur.   | vs. | Fails to address the physical environment as  |
| 8. Includes creative and appropriate use of technology as a tool to enhance student learning.   | vs. | a contributing component to instruction.  |
| 9. Includes appropriate assessment strategies and processes.  | vs. | Fails to make strategic use of technology or proposes the use of technology in an inappropriate manner.   |
| 10. Includes comprehensive and appropriate school and community resources that support learning.  | vs. | Fails to identify assessment processes or includes inappropriate assessment strategies.   |
| 11. Includes learning experiences that encourage students to be adaptable, flexible, resourceful,   |     | Fails to address resource requirements or includes resources that are inadequate and/or inappropriate.  |

and creative.

Includes learning experiences that only require students to follow prescribed or teacher-directed processes and strategies.

## New Teacher Standard II:

## Creates/Maintains Learning Climates

New Teacher Standard II: The teacher 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.

Performance Criteria: The extent to which the teacher:

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|---|-----|--|
| 1. Communicates with and challenges students in a positive and supportive manner.   | vs. | Communicates a negative or unsupportive climate. Fails to challenge students.  |
| 2. Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities. | vs. | Fails to establish and/or maintain standards to strengthen the learning environment. Fails to promote individual and group responsibilities. |
| 3. Shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.                                     | vs. | Is insensitive to differences and allows students to be insensitive to one another.  |
| 4. Shows flexibility and modifies classroom process and instructional procedures as the situation demands.  | vs. | Is inflexible and fails to modify classroom processes based on new information and changing needs in the classroom.                          |
| 5. Organizes materials and equipment to create a media-rich environment, including technology.  | vs. | Ignores the potential of media and technology.   |
| 6. Motivates, encourages, and supports individual and group inquiry.  | vs. | Provides students with detailed direction for all activities.  |
| 7. Uses classroom management techniques that foster self-control and self-discipline. Encourages responsibility to self and to others.  | vs. | Uses classroom management techniques that foster student dependency on the teacher to control classroom behavior.                            |
| 8. Promotes student willingness and desire to receive and accept positive and negative feedback.  | vs. | Promotes student dependency on positive feedback and approval.   |

## New Teacher Standard III:

## Implements/Manages Instruction

New Teacher Standard III: The teacher introduces/implements/manages 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.

Performance Criteria: The extent to which the teacher:

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|---|-----|---|
| 1. Communicates specific outcomes and high expectations for learning.   | vs. | Fails to communicate outcomes and expectations or is vague in communicating expectations.                                 |
| 2. Links learning with students' prior knowledge, experience, and family and cultural backgrounds.  | vs. | Ignores students' prior learning or background in the instructional process.  |
| 3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.   | vs. | Fails to model skills, concepts, attributes, or thinking processes that student are required to perform.                  |
| 4. Uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences. | vs. | Uses the same strategy for all students or uses inappropriate strategies that fail to engage students.                    |
| 5. Makes appropriate provisions for learning to address diversity among learners.   | vs. | Assigns all students the same tasks and expects them to use the same learning processes and products.                     |
| 6. Elicits samples of student thinking and stimulates student reflection on their own ideas and those of others.  | vs. | Fails to attend students' thought processes. Focuses only on the acquisition of knowledge.                                |
| 7. Uses appropriate questioning strategies to engage students' cognitive processes and stimulate higher-order thinking.   | vs. | Fails to make strategic use of questions or misuses questioning techniques.   |
| 8. Guides students to express, examine, and explain alternative responses and their associated consequences relative to moral, ethical, or social issues.                         | vs. | Fails to use or avoids the opportunity to use situations that examine moral, ethical or social issues.                    |
| 9. Demonstrates interpersonal/team membership skills and responsible caring behavior with students in facilitating instruction.   | vs. | Insists on directing all learning experiences and remaining in control. Is insensitive to ideas and feelings of students. |
| 10. Uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experience across disciplines.   | vs. | Develops concepts and processes from a single viewpoint.  |
| 11. Makes creative and appropriate use of media and technology.   | vs. | Ignores the potential of media and technology for instruction.  |
| 12. Makes efficient use of physical and human resources and time. Facilitates   | vs. | Wastes teacher time, student time and   |

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| <p>equitable engagement of students on productive tasks.</p> <p>13. Provides opportunities for students to use and practice what is learned.</p> <p>14. Identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward outcomes and expectations.</p> <p>15. Links learning with student aspirations for future roles.</p> | <p>vs.</p> | <p>resources due to lack of organization and planning.</p> <p>Limits learning to the acquisition of knowledge.</p> <p>Fails to provide students guidance or feedback except on summative assessments. Allows misconceptions and misunderstandings to continue.</p> <p>Fails to connect learning and expectations with real-life experiences and future roles of students.</p> |
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**New Teacher Standard IV:**

**Assesses and Communicates Learning Results**

New Teacher Standard IV: The teacher assesses learning and communicates results to student 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.

Performance Criteria: The extent to which the teacher:

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|--|------------|---|
| <p>1. Uses multiple assessments and sources of data.</p>   | <p>vs.</p> | <p>Fails to assess learning, uses mainly one type of assessment, and/or bases evaluation on a single source of data.</p>                      |
| <p>2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.</p>   | <p>vs.</p> | <p>Ignores diversity as a factor to be considered in the assessment process.</p>  |
| <p>3. Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's performance assessment program and the Kentucky Instructional Results Information System (KIRIS).</p> | <p>vs.</p> | <p>Uses criteria unrelated to KIRIS or makes major errors in interpreting adopted criteria.</p>   |
| <p>4. Promotes student self-assessment using established criteria and focuses student attention on what needs to be done to move to the next performance level.</p>  | <p>vs.</p> | <p>Keeps students entirely dependent on the teacher and/or fails to address next steps for improving each student's level of performance.</p> |
| <p>5. Systematically collects and analyzes assessment data and maintains up-to-date records of student progress.</p>   | <p>vs.</p> | <p>Evaluates progress subjectively without documentation. Fails to score students' work in a timely manner.</p>                               |

**New Teacher Standard V:**

**Reflects/Evaluates Teaching/Learning**

New Teacher Standard V: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Performance Criteria: The extent to which the teacher:

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|---|--|
| 1. Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.                      | vs. Cannot articulate or analyze teaching and learning processes used. Fails to alter behaviors or processes to improve learning.                                |
| 2. Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning. | vs. Fails to connect learning strategies and experiences with student learning or failure to learn. Cannot articulate and implement changes to improve learning. |

## **New Teacher Standard VI:**

## **Collaborates with Colleagues/Parents/Others**

New Teacher Standard VI: The teacher 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.

Performance Criteria: The extent to which the teacher:

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|---|-----|--|
| 1. Identifies or recognizes situations when and where collaboration with others will enhance learning for students (e.g., thematic units, individual education plan, and school-based decision making). | vs. | Fails to identify or recognize situations in which collaboration would be a useful process.  |
| 2. Articulates the purpose and scope of the collaborative effort.   | vs. | Fails to define the purpose or scope of the collaborative effort.  |
| 3. Articulates outcomes of each collaboration event (e.g., summary, next steps, responsibilities, timeline).  | vs. | Allows collaboration events to end without a mutual understanding of progress.   |
| 4. Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals.   | vs. | Exhibits behaviors that hinder group processes and are counterproductive to a collective effort. Fails to understand when to lead, when to follow, and when to get out of the way. |
| 5. Demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.   | vs. | Insists on own biases and cannot be persuaded to consider what other persons or agencies have to contribute to learning situations.  |
| 6. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.  | vs. | Is sensitive to differences and/or presents a prejudice view of situations and people.   |

## **New Teacher Standard VII:**

## **Engages in Professional Development**

New Teacher Standard VII: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learner goals, refines the skills and processes necessary, and implements a professional development plan.

Performance Criteria: The extent to which the teacher:

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|---|-----|--|
| 1. Provides evidence of performance levels and articulates strengths and priorities for growth.         | vs. | Describes own performance in very general terms and/or cannot articulate strengths and weaknesses. |
| 2. Articulates a professional development plan to improve his/her own performance and to expand his/her | vs. | Sees few possibilities for professional development or selects inappropriate activities.           |

teaching repertoire to facilitate student achievement of learning goals.

vs.

3. Engages in relevant professional development activities and follows through with plans.

vs.

Selects inappropriate activities. Fails to follow plan or meet commitments.

4. Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.

Cannot provide evidence of growth. Shows little effort or ability to learn independently or engage in meaningful professional development.

### **New Teacher Standard VIII:**

### **Knowledge of Content**

New Teacher Standard VIII: 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 the teacher:

1. Accurately communicates the skills and core concepts related to certified academic areas.
2. Effectively applies the methods of inquiry related to the certified academic areas.
3. Incorporates a multicultural/global perspective in content presentation.
4. Utilizes technology related to the certified academic areas.
5. Connects knowledge of the certified academic areas to real life situations.

## **New Teacher Standard IX:**

## **Demonstrates Implementation of Technology**

New Teacher Standard IX: 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 the teacher:

1. Operates a multimedia computer and peripherals to install and use a variety of software.
2. Uses terminology related to computers and technology appropriately in written and verbal communication.
3. Demonstrates knowledge of the use of technology in business, industry, and society.
4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
6. 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. 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. Requests and uses appropriate assistive and adaptive devices for students with special needs.
9. Designs lessons that use technology to address diverse student needs and learning styles.
10. Practices equitable and legal use of computers and technology in professional activities.
11. Facilitates the lifelong learning of self and others through the use of technology.
12. Explores, uses, and evaluates technology

resources: software, applications, and related documentation.

13. Applies research-based instructional practices that use computers and other technology.
14. Uses computers and other technology for individual, small group, and large group learning activities.
15. Uses technology to support multiple assessments of student learning.
16. Instructs and supervises students in the ethical and legal use of technology.

## **U of L Diversity Standard**

### *Standard XI: The teacher demonstrates understanding of the complex lives of students and adults in schools and society*

1. The teacher's instructional and assessment materials affirm differences and groups honestly, realistically, and sensitively and accommodate the special needs, behavioral patterns, learning styles and orientations of diverse group members. The teacher creates instructional activities that will improve learning opportunities for all students.
2. The teacher designs, plans and accommodates objectives, instructional strategies and learning materials that reflect the cultures, cognitive and physical special needs and styles of the various ethnic, cultural, linguistic, religious, gender and socioeconomic groups within the classroom.
3. The teacher's curriculum experiences and resources offer a variety of materials on the histories, experiences, and cultures of diverse groups.
4. The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups.
5. The teacher seeks professional development opportunities to gain knowledge and understanding and to affirm various and diverse groups.
6. The teacher provides continuous opportunities for students to develop a better sense of self, to strengthen their self-identities, to develop greater self-understanding, and to better understand themselves in light of their ethnic, cultural, linguistic, and religious heritages, gender and special needs. The teacher supports students to explore learning and career options in light of this knowledge.
7. The teacher designs curriculum that reflects knowledge of historical and societal problems some group members experience, such as racism, prejudice, discrimination, and exploitation.

8. The teacher creates and maintains a classroom atmosphere reflecting an acceptance of and respect for differences and promotes values, attitudes, and behaviors that support diversity.
9. The teacher supports students to develop decision-making abilities, social participation skills, and a sense of efficacy necessary to be critical, participatory and productive life citizens.
10. The teacher provides opportunities for students to use knowledge, valuing, and thinking in decision making and awareness on issues related to special needs, race, ethnicity, culture, gender, language, religion and social class.
11. The teacher works with parents, families and caretakers of students to serve the best interests of their children, makes use of local community resources and encourages students in the study of the local community by enlisting members and contexts within the community as classroom resources.
12. The teacher demonstrates knowledge of equity, ethics, legal and human issues concerning use of computers and technology, designs learning activities that foster equitable, ethical and legal use of technology by students and applies theories of learning, teaching and instructional design and their relationships to the uses of technology to support the diverse learning needs of students.