Appendix A

A systems' check to answer the question: Where does intervention for novice reduction fit into what Kentucky already knows about the *Characteristics of Highly Effective Teaching and Learning* that are common to all content areas and the *Kentucky Framework for Teaching* used in the Professional Growth and Effectiveness System (PGES)?

Characteristics of Highly Effective Teaching and Learning (CHETL) Instructional rigor and student engagement	Novice Reduction Work Process Instruction; Environment and Support	PGES Alignment Kentucky Framework for Teaching (KFfT) Domain 1: Planning and Preparation Domain 3: Instruction	Leverage process/component system for novice reduction Culturally Responsive Instruction; Literacy Design Collaborative (LDC); Math Design Collaborative (MDC); Co- Teaching For Gap Closure (CT4GC); Academic
Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.	Instruction; Environment and Support	1A-Knowledge of Content and Pedagogy 1E-Designing Coherent Instruction	Continuum; Advising CT4GC; LDC; MDC; Standards and Curriculum; Continuum for Success; Advising; Continuous Improvement
Teacher scaffolds instruction to help students reason and develop problem-solving strategies. Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.	Instruction; Environment and Support Instruction; Environment and Support	1E-Designing Coherent Instruction 3A-Communication with Students 3B-Using Questioning and Discussion Techniques	CT4GC; LDC; MDC; Academic Continuum CT4GC; LDC; MDC; Academic Continuum
Teacher provides meaningful learning opportunities for students.	Instruction; Environment and Support	1E-Designing Coherent Instruction	Assessment Literacy; Academic Continuum; Culturally Responsive Instruction

Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.	Instruction; Environment and Support	1E-Designing Coherent Instruction 3C-Engaging Students in Learning	CT4GC; LDC; MDC; Academic Continuum; Culturally Responsive Instruction; Continuous Improvement
Teacher integrates a variety of learning resources with classroom instruction to increase learning options.	Instruction; Environment and Support	1B-Demonstrating Knowledge of Students 1D-Demonstrating Knowledge of Resources	CT4GC; LDC; MDC; Academic Continuum; Culturally Responsive Instruction; Continuous Improvement
Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.	Instruction; Environment and Support	3A-Communicating with Students 3B-Using Questioning and Discussion Techniques	Behavior Continuum; Academic Continuum; Continuous Improvement; Assessment Literacy
Teacher integrates the application of inquiry skills into learning experiences	Instruction; Environment and Support	3C-Engaging Students in the Learning	CT4GC; LDC; MDC; Academic Continuum; Culturally Responsive Instruction; Continuous Improvement
Teacher clarifies and shares with students learning intentions/targets and criteria for success.	Instruction; Environment and Support	1C-Selecting Instructional Outcomes 3A-Communicating with Students	Continuum For Success; Academic Continuum; Behavior Continuum; Continuous Improvement
Student articulates and understands learning intentions/targets and criteria for success.	Instruction; Environment and Support	Student Voice	Continuum For Success; Academic Continuum; Behavior Continuum; CT4GC; Continuous Improvement
Student reads with understanding a variety of texts.	Instruction; Environment and Support	Student Voice	Standards, LDC
Student applies and refines inquiry skills.	Instruction; Environment and Support	Student Voice	LDC; MDC; Assessment Literacy; Continuous Improvement; Culturally Responsive Instruction

Instructional Relevance	Instruction; Environment and Support; Curriculum and Standards; Continuous Improvement; Assessment	Domain 1: Planning and Preparation Domain 2: Classroom Environment Domain 4: Professional Responsibilities	Culturally Responsive Instruction; LDC; MDC; CT4GC; Deploying Standards; Career Pathways; Continuum for Success; Academic Continuum; Advising; Data Analysis; Continuous Improvement
Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.	Instruction; Environment and Support Curriculum and Standards Continuous improvement and assessment	1E-Designing Coherent Instruction 2B-Establising a Culture for Learning	LDC; MDC, Culturally Responsive Instruction, CT4GC
Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.	Instruction; Environment and Support Curriculum and Standards Continuous improvement and assessment	1B-Demonstrating Knowledge of Students	Standards and Curriculum
Teacher incorporates student experiences, interests and real life situations in instruction.	Instruction; Environment and Support Curriculum and Standards Continuous improvement and assessment	1B-Demonstrating Knowledge of Students	Standards and Curriculum; Culturally Responsive Instruction
Teacher selects and utilizes a variety of technology that support student learning.	Instruction; Environment and Support; Standards and Curriculum; Continuous Improvement; Assessment	1D-Demonstrating Knowledge of Resources 1E-Designing Coherent Instruction	Standards and Curriculum; Continuum for Success

Toochor offestively	Instruction	1E Docionina	Standards and
Teacher effectively	Instruction;	1E-Designing Coherent Instruction	
incorporates 21st Century	Environment and	Conerent instruction	Curriculum, Continuum
Learning Skills that prepare	Support;		for Success
students to meet future	Curriculum and		
challenges.	Standards;		
	Continuous		
	Improvement;		
	Assessment		
Teacher works with other	Instruction;	4D-Participating in a	Data Review, Analysis and
teachers to make	Environment and	Professional	Use; Continuous
connections between and	Support;	Community	Improvement
among disciplines.	Standards and		
	Curriculum;	4E-Growing and	
	Continuous	Developing	
	Improvement;	Professionally	
	Assessment		
Teacher makes lesson	Instruction;	1D-Demonstrating	Standards and
connections to community,	Environment and	Knowledge of	Curriculum; Culturally
society and current events.	Support;	Resources	Responsive Instruction;
	Standards and		Advising
	Curriculum;		
	Continuous		
	Improvement;		
	Assessment		
Student poses and responds	Instruction;	Student Voice and	Culturally Responsive
to meaningful questions.	Environment and	engagement	Instruction; Standards
8 4 4	Support;	0.0.	and Curriculum;
	Standards and		LDC; MDC; CT4GC
	Curriculum;		
	Continuous		
	Improvement;		
	Assessment		
Student uses appropriate	Instruction;	Student Voice and	Standards and Curriculum;
tools and techniques to	Environment and	engagement	Assessment Literacy;
gather, analyze and	Support;	Ciigageillelle	Tiered Academic
interpret information from	Standards and		Interventions; Continuous
quantitative and qualitative	Curriculum;		Improvement
evidence.	Continuous		improvement
evidence.			
	Improvement;		
	Assessment		

Student develops	Instruction;	Student Voice and	Standards and
descriptions, explanation,	Environment and		Curriculum;
		engagement	·
predictions and models	Support;		Assessment Literacy; Tiered Academic
using evidence.	Standards and		
	Curriculum;		Interventions; Continuous
	Continuous		Improvement
	Improvement;		
	Assessment		
Student works	Instruction;	Student Voice and	Standards and
collaboratively to address	Environment and	engagement	Curriculum;
complex, authentic	Support;		Assessment Literacy;
problems, which require	Standards and		Tiered Academic
innovative approaches to	Curriculum;		Interventions; Continuous
solve.	Continuous		Improvement; LDC; MDC;
	Improvement;		CT4GC
	Assessment		
Student communicates	Instruction;	Student Voice and	Standards and
knowledge and	Environment and	engagement	Curriculum;
understanding in a variety	Support;		Assessment Literacy;
of real-world forms.	Standards and		Academic Continuum;
	Curriculum;		Continuous Improvement;
	Continuous		LDC; MDC; CT4GC
	Improvement;		
	Assessment		
Student communicates	Instruction;	Student Voice and	Standards and
knowledge and	Environment and	engagement	Curriculum;
understanding for a variety	Support;		Assessment Literacy;
of purposes.	Standards and		Academic Continuum;
	Curriculum;		Continuous Improvement;
	Continuous		LDC; MDC; CT4GC
	Improvement;		EDC, WIDC, CT4GC
	Assessment		
Knowledge of Content	Standards and	Domain 1: Planning	Deploying Standards;
	Curriculum;	and Preparation	Career Pathways;
	Instruction;	and the second	Continuum For Success;
	Environment and	Domain 2: Classroom	Culturally Responsive
	Support	Environment	Instruction; LDC; MDC;
	Support	Livironincii	CT4GC; Academic
		Domain 3:	Continuum; Advising
		Instruction	Continually Marioning
		Domain 4:	

		Professional	
		Responsibilities	
Teacher demonstrates an	Standards and	1A-Demonstrating	Standards and
understanding and in depth	Curriculum;	Knowledge of	Curriculum; LDC; MDC;
knowledge of content and	Instruction;	Content and	CT4C; Academic
maintains an ability to	Environment and	Pedagogy	Continuum
convey this content to	Support		
students.		3A-Communicating	
		with Students	
Teacher maintains on going	Standards and	1A-Demonstrating	Standards and
knowledge and awareness	Curriculum;	Knowledge of	Curriculum; Continuous
of current content	Instruction;	Content and	Improvement
developments.	Environment and	Pedagogy	
	Support		
		4E-Growing and	
		Developing	
		Professionally	
Teacher designs and	Standards and	1E-Designing	Standards and
implements standards	Curriculum;	Coherent Instruction	Curriculum; Continuous
based courses/lessons/units	Instruction;		Improvement; Culturally
using state and national	Environment and		Responsive Instruction
standards.	Support		
Teacher uses and promotes	Standards and	1A-Demonstrating	Standards and
the understanding of	Curriculum;	Knowledge of	Curriculum; Continuous
appropriate content	Instruction;	Content and	Improvement; Culturally
vocabulary.	Environment and	Pedagogy	Responsive Instruction
	Support		
Teacher provides essential	Standards and	3C-Engaging Students	Academic Continuum;
supports for students who	Curriculum;	in the Learning	Assessment Literacy;
are struggling with the	Instruction;		Advising; Continuous
content.	Environment and	3E-Demonstrating	Improvement; Culturally
	Support	Flexibility and	Responsive Instruction,
		Responsiveness	Behavior Continuum
Teacher accesses a rich	Standards and	1A-Demonstrating	Academic Continuum;
repertoire of instructional	Curriculum;	Knowledge of	Assessment Literacy;
practices, strategies,	Instruction;	Content and	Advising; Continuous
resources and applies them	Environment and	Pedagogy	Improvement; Culturally
appropriately.	Support	45.5	Responsive Instruction;
		1E-Designing	Behavior Continuum
		Coherent Instruction	

Student demonstrates growth in content knowledge. Student uses and seeks to expand appropriate content vocabulary.	Standards and Curriculum; Instruction; Environment and Support Standards and Curriculum; Instruction; Environment and	Student Voice and engagement Student Voice and engagement	Academic Continuum; Assessment Literacy; Advising; Continuous Improvement; Culturally Responsive Instruction; Behavior Continuum; Standards and Curriculum Academic Continuum; Assessment Literacy; Advising; Continuous Improvement; Culturally
Student connects ideas	Support Standards and	Student Voice and	Responsive Instruction; Behavior Continuum; Standards and Curriculum Academic Continuum;
across content areas.	Curriculum; Instruction; Environment and Support	engagement	Assessment Literacy; Advising, Continuous Improvement; Culturally Responsive Instruction; Behavior Continuum; Standards and Curriculum
Student uses ideas in realistic problem situations.	Standards and Curriculum; Instruction; Environment and Support	Student Voice and engagement	Continuum for Student Success; Standards and Curriculum
Learning Climate	Instruction; Environment and Support	Domain 1: Planning and Preparation Domain 2: Classroom Environment Domain 3: Instruction	Academic Continuum; Advising; Bullying Prevention; Positive Behavioral Interventions and Supports (PBIS); Behavior Continuum; Culturally Responsive Instruction; LDC; MDC; CT4GC
Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups.	Instruction; Environment and Support	2B-Establishing a Culture for Learning	Academic Continuum; Advising; Bullying Prevention; PBIS; Behavior Continuum; Culturally Responsive Instruction

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Teacher motivates students	Instruction;	2A-Creating an	Academic Continuum;
and nurtures their desire to	Environment and	Environment of	Advising; Bullying
learn in a safe, healthy and	Support	Respect and Rapport	Prevention; PBIS;
supportive environment			Behavior Continuum;
which develops compassion		2E-Organizing	Culturally Responsive
and mutual respect.		Physical Space	Instruction
Teacher cultivates cross	Instruction;	1B-Demonstrating	Culturally Responsive
cultural understandings and	Environment and	Knowledge of	Instruction; Continuous
the value of diversity	Support	Students	Improvement
		2A-Creating an	
		Environment of	
		Respect and Rapport	
Teacher encourages	Instruction;	1C-Selecting	Academic Continuum;
students to accept	Environment and	Instructional	Advising; Bullying
responsibility for their own	Support	Outcomes	Prevention; PBIS;
learning and accommodates			Behavior Continuum;
the diverse learning needs of		2B-Establishing a	Culturally Responsive
all students.		Culture for Learning	Instruction; Continuous
			Improvement
Teacher displays effective	Instruction;	2C-Managing	Academic Continuum;
and efficient classroom	Environment and	Classroom	Advising; Bullying
management that includes	Support	Procedures	Prevention; PBIS;
classroom routines that	''		Behavior Continuum;
promote comfort, order and		2D-Managing Student	Culturally Responsive
appropriate student		Behavior	Instruction
behaviors.			
Teacher provides student	Instruction;	1D-Demonstrating	Academic And Behavior
equitable access to	Environment and	Knowledge of	Continuum, LDC; MDC;
technology, space tools and	Support	Resources	CT4GC
time.	зарроге	The Sources	01100
time.		2E-Organizing	
		Physical Space	
Teacher effectively allocates	Instruction;	2C-Managing	Academic Continuum;
times for students to	Environment and	Classroom	Advising; Bullying
engage in hands on	Support	Procedures	Prevention; PBIS;
experiences, discuss and	σαρροιτ	Troccaures	Behavior Continuum;
process content, and make		3C-Engaging Students	Culturally Responsive
meaningful connections.		in the Learning	Instruction
Teacher designs lessons	Instruction;	1E-Designing	Academic Continuum;
that allow students to	Environment and	Coherent Instruction	Advising; Bullying
		Conferent instruction	· , ·
participate in empowering	Support		Prevention; PBIS;

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activities in which they understand that learning is a process and mistakes are a natural part of learning.		2B-Establishing a Culture for Learning	Behavior Continuum; Culturally Responsive Instruction
Teacher creates an environment where student work is valued, appreciated and used as a learning tool.	Instruction; Environment and Support	2B-Establishing a Culture for Learning 3D-Using Assessment in Instruction	Academic Continuum, Advising, Bullying Prevention, PBIS, Behavior Continuum, Culturally Responsive,
Student accepts responsibility for his/her own learning	Instruction; Environment and Support	Student Voice and engagement	Academic Continuum; Advising; Bullying Prevention; PBIS; Behavior Continuum; Culturally Responsive Instruction
Student actively participates and is authentically engaged.	Instruction; Environment and Support	Student Voice and engagement	Academic Continuum; Advising; Bullying Prevention; PBIS; Behavior Continuum; Culturally Responsive Instruction
Student collaborates/teams with other students	Instruction; Environment and Support	Student Voice and engagement	Academic Continuum; Advising; Bullying Prevention; PBIS; Behavior Continuum; Culturally Responsive Instruction
Student exhibits a sense of accomplishment and confidence	Instruction; Environment and Support	Student Voice and engagement	Academic Continuum, Advising, Bullying Prevention, PBIS, Behavior Continuum, Culturally Responsive,
Student takes educational risks in class.	Instruction; Environment and Support	Student Voice and engagement	Academic Continuum; Advising; Bullying Prevention; PBIS; Behavior Continuum; Culturally Responsive Instruction
Student practices and engages in safe, responsible and ethical use of technology.	Instruction; Environment and Support	Student Voice and engagement	Academic Continuum; Advising; Bullying Prevention; PBIS; Behavior Continuum;

Classroom Assessment and Reflection	Assessment Literacy; Data, Analysis and Use	Domain 1: Planning and Preparation Domain 2: Classroom Environment Domain 3: Instruction Domain 4:	Culturally Responsive Instruction; Continuous Improvement Continuous Improvement; Assessment Literacy
		Professional Responsibilities	
Teacher uses multiple methods to systematically gather data about student understanding and ability.	Assessment Literacy; Data, Analysis and Use	1F-Designing Student Assessment 3D-Using Assessment in Instruction	Assessment Literacy; Data Review, Analysis and Use; Continuous Improvement
		4A-Reflecting on Teaching	
Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.	Assessment Literacy; Data, Analysis and Use	1F-Designing Student Assessment 3D-Using Assessment in Instruction 4A-Reflecting on	Assessment Literacy; Data Review, Analysis and Use; Continuous Improvement
		Teaching	
Teacher revises instructional strategies based upon student achievement data.	Assessment Literacy; Data, Analysis and Use	1F-Designing Student Assessments 3D-Using Assessment in Instruction	Assessment Literacy; Data Review, Analysis and Use; Continuous Improvement; Academic Continuum
		4A-Reflecting on Teaching	
Teacher uncovers students' prior understanding of the concepts to be addressed and addresses students'	Assessment Literacy; Data, Analysis and Use	1F-Designing Student Assessments 3D-Using Assessment in Instruction	Assessment Literacy; Data Review, Analysis and Use; Continuous Improvement; Academic Continuum

Misconceptions/incomplete			
conceptions.			
Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the	Assessment Literacy; Data, Analysis and Use	1C-Selecting Instructional Outcomes	Assessment Literacy; Data Review, Analysis and Use; Continuous Improvement; Academic
expectations for quality performance.		3D-Using Assessment in Instruction	Continuum
Teacher guides students to apply rubrics to assess their performance and identify	Assessment Literacy; Data, Analysis	2B-Establishing a Culture for Learning	Assessment Literacy; Data Review, Analysis and Use; Continuous
improvement strategies.	and Use	3D-Using Assessment in Instruction	Improvement; Academic Continuum
Teacher provides regular timely feedback to students and parents that moves learners forward.	Assessment Literacy; Data, Analysis and Use	3D-Using Assessment in Instruction 4C-Communicating with Families	Assessment Literacy; Data Review, Analysis and Use; Continuous Improvement; Academic Continuum
Teacher allows students to	Assessment	3D-Using Assessment	Assessment Literacy;
use feedback to improve	Literacy;	in Instruction	Data Review, Analysis and
their work before a grade is	Data, Analysis		Use; Continuous
assigned.	and Use	3E-Demonstrating Flexibility and Responsibility	Improvement; Academic Continuum
Teacher facilitates students in self- and peer-assessments.	Assessment Literacy; Data, Analysis	2B-Estabilishing a Culture for Learning	Assessment Literacy; Data Review, Analysis and Use; Continuous
ussessiments.	and Use	3D-Using Assessment in Instruction	Improvement; Academic Continuum
Teacher reflects on	Assessment	3D-Using Assessment	Assessment Literacy;
instruction and makes	Literacy.	in Instruction	Data Review, Analysis and
adjustments as student	Data, Analysis	2F-Demonstrating	Use; Continuous
learning occurs.	and Use	3E-Demonstrating Flexibility and Responsibility 4A-Reflecting on Instruction	Improvement; Academic Continuum
Student recognizes what	Assessment	Student Voice and	Assessment Literacy;
proficient work looks like and determines steps	Literacy;	engagement	Data Review, Analysis and Use; Continuous
and actermines steps	<u> </u>	1	ose, continuous

	Data Analysis		In a second seco
necessary for improving	Data, Analysis		Improvement; Academic
his/her work.	and Use		Continuum
Teacher and student	Assessment	Student Voice and	Assessment Literacy;
monitors progress toward	Literacy;	engagement	Data Review, Analysis and
reaching learning targets.	Data, Analysis		Use; Continuous
	and Use		Improvement; Academic
			Continuum
Student develops and/or	Assessment	Student Voice and	Assessment Literacy;
uses scoring guides	Literacy;	engagement	Data Review, Analysis and
periodically to assess	Data, Analysis		Use; Continuous
his/her own work or that of	and Use		Improvement; Academic
peers.			Continuum
Student uses teacher and	Assessment	Student Voice and	Assessment Literacy;
peer feedback to improve	Literacy;	engagement	Data Review, Analysis and
his/her work.	Data, Analysis		Use; Continuous
	and Use		Improvement; Academic
			Continuum
Both teacher and students	Assessment	Student Voice and	Assessment Literacy;
reflect on work and make	Literacy;	engagement	Data Review, Analysis and
adjustments as learning	Data, Analysis		Use; Continuous
occurs.	and Use		Improvement; Academic
			Continuum