

# Teaching Observation Form (SHORT)

Based on **KY Teacher Standards (2008)** for use in Phase 3 of the U of L Developmental Teacher Preparation (DTP) Model. Please use this as you observe a lesson and **share with U of L candidate** after the lesson.

U of L Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Lesson Title: \_\_\_\_\_ Content Area/Topic: \_\_\_\_\_

Observer: \_\_\_\_\_

KTIP Indicators with U of L Standard 11: Diversity		Observations <i>Please record <u>evidence</u> based on the candidate's instruction. Evidence can be a specific statement, action, question, or response by the candidate.</i>	Comments/Questions/Suggestions
<b>Standard 1: Applied Content Knowledge</b>	<b>1.1 Communicates concepts, processes and knowledge</b> <ul style="list-style-type: none"> <li>▪ Demonstrates accurate and effective instruction</li> <li>▪ Uses vocabulary that is clear, correct, and appropriate</li> </ul>		
	<b>1.2 Connects content to life experiences of students</b> <ul style="list-style-type: none"> <li>▪ Connects <i>most</i> content</li> <li>▪ Identifies what students will demonstrate as a result of the lesson</li> </ul> <b>[U of L Standard 11.2]</b>		
<b>Standard 3: Learning Climate</b>	<b>3.1 Communicates high expectations</b> <ul style="list-style-type: none"> <li>▪ Sets significant and challenging objectives</li> <li>▪ Communicates confidence in students' ability to achieve objectives</li> </ul>		
	<b>3.2 Establishes a positive learning environment</b> <ul style="list-style-type: none"> <li>▪ Sets clear standards of conduct</li> <li>▪ Shows awareness of student behavior</li> <li>▪ Responds in appropriate and respectful ways</li> </ul> <b>[U of L Standard 11.8]</b>		
	<b>3.3 Values and supports student diversity and addresses individual needs</b> <ul style="list-style-type: none"> <li>▪ Uses a variety of strategies</li> <li>▪ Identifies student characteristics that will affect learning</li> </ul> <b>[U of L Standard 11.8]</b>		
<b>Standard 6: Technology</b>	<b>6.2 Uses technology to implement instruction that facilitates student learning</b> <ul style="list-style-type: none"> <li>▪ Uses technology to support instruction</li> <li>▪ Students use technology</li> </ul>		

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<b>Standard 4: Implementing and Managing Instruction</b>	<p><b>4.1 Uses a variety of instructional strategies that engage students in active learning aligned with objectives</b></p> <ul style="list-style-type: none"> <li>▪ Uses different strategies</li> <li>▪ Strategies focused on objectives</li> </ul> <p><b>[U of L Standard 11.1]</b></p>		
	<p><b>4.2 Implements instruction based on diverse student needs and assessment data</b></p> <ul style="list-style-type: none"> <li>▪ Bases instruction on needs, data is taken from contextual information</li> <li>▪ Adapts instruction to unanticipated circumstances</li> </ul> <p><b>[U of L Standard 11.2]</b></p>		
	<p><b>4.3 Uses time effectively</b></p> <ul style="list-style-type: none"> <li>▪ Establishes efficient/effective procedures</li> <li>▪ Guides effective transitions</li> <li>▪ Monitors groups</li> <li>▪ Includes closure</li> </ul>		
	<p><b>4.5 Implements and manages instruction in ways that facilitate higher order thinking</b></p> <ul style="list-style-type: none"> <li>▪ Uses tasks and questions that ask students to compare, analyze, synthesize, evaluate, apply</li> </ul>		
<b>Standard 5: Assesses &amp; Communicates Results</b>	<p><b>5.2 Uses formative assessments</b></p> <ul style="list-style-type: none"> <li>▪ Assesses all objectives (informally/formally)</li> <li>▪ Uses a variety</li> <li>▪ Monitors and adjusts</li> </ul>		
	<p><b>5.6 Allows opportunities for student self-assessment</b></p> <ul style="list-style-type: none"> <li>▪ Uses student self-assessment</li> <li>▪ Uses different strategies for self assessment</li> </ul>		
<b>GOALS</b>	Record 2-3 goals for future planning and teaching (to be completed by the candidate after post conferencing with teacher).		

Based on **Kentucky Teacher Internship Program (KTIP)** (2006) for use in Phase 3 of the U of L Developmental Teacher Preparation (DTP) Model. Please use this as you observe a lesson and **share with U of L candidate** after the lesson

**PLEASE BUBBLE IN YOUR RESPONSES TO EACH STATEMENT WITH A NUMBER 2 LEAD PENCIL.**

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## Rubric for Assessment

	Satisfactory Performance on the Standard	Making Progress Toward Standard	Not Making Progress Toward Standard
<b>Standard 1:</b> Consider the extent to which the evidence reveals that the intern's <b>applied content knowledge</b> is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	<b>3</b>	<b>2</b>	<b>1</b>
<b>Standard 3:</b> Consider the extent to which the evidence reveals that the <b>learning climate</b> created and maintained by the intern is based on sound pedagogical principles and addresses the diverse needs and abilities of all students.	<b>3</b>	<b>2</b>	<b>1</b>
<b>Standard 6:</b> Consider the extent to which the evidence reveals that the intern's <b>use of technology</b> is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	<b>3</b>	<b>2</b>	<b>1</b>
<b>Standard 4:</b> Consider the extent to which the evidence reveals that the intern's <b>instruction</b> is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	<b>3</b>	<b>2</b>	<b>1</b>
<b>Standard 5:</b> Consider the extent to which the evidence reveals that the intern's <b>assessment</b> activities are aligned with the Content Standards, are based on sound pedagogical principles, and address the diverse needs and abilities of all students.	<b>3</b>	<b>2</b>	<b>1</b>
<b>Standard 11:</b> Consider the extent to which the evidence reveals that the intern demonstrates <b>an affirmation of and respect for individual and group differences</b> through actions that reflect the cultures, cognitive and physical special needs and styles of the various ethnic, cultural, linguistic, and religious, gender, and socioeconomic groups within the classroom.	<b>3</b>	<b>2</b>	<b>1</b>
<b>OVERALL</b>	<b>3</b>	<b>2</b>	<b>1</b>