U of L COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Candidate's Name:_____ Evaluator's Signature:_____ Date:_____

Based on **Kentucky Teacher Internship Program (KTIP)** for use in Phase 4 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.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
Standard 3: Creates and Maintains Learning Climate	**3.1 Communicates high expectations;** InTASC 3, 6; PGES Domains 1F, 2A, 2B **IECE 2.9 Uses positive guidance techniques to foster children's self-regulation**				
	Fails to set behavioral and learning expectations or does not communicate confidence in students' ability to meet expectations.	Sets behavioral or learning expectations; inconsistently communicates confidence in students' ability to meet those expectations.	Sets behavioral and learning expectations for students and communicates confidence in their ability to meet those expectations.	Sets behavioral and learning expectations for groups and identifies individual students and communicates confidence in students' ability to meet those expectations.	
	3.2 Establishes a positive learning environment; InTASC 1, 3,5,8; PGES Domains 2A, 2B, 2C, 3A, 3B, 3C **IECE 2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals** **IECE 2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments** **IECE 2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment**				
	Fails to establish a positive learning environment for students.	Requires further development in creating a positive learning environment for students, with increased awareness of student behavior, and/or appropriate and respectful response.	Establishes a positive learning environment for students; shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Incorporates relevant strategies to create a positive learning environment for students; shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	
	3.3 Values and supports student diversity and addresses individual needs; [UofL Standard 11.8] InTASC 1, 2, 3, 4, 7, 8; PGES Domains 1B, 1C, 1E, 2A, 2B, 3B, 3C **IECE 2.5 Creates environments that recognize and value diversity as a strength in children and families** **IECE 2.6 Adapts environments to support children with special needs and disabilities**				
	Fails to demonstrate support for student diversity and does not address individual student needs.	Provides some demonstration of value and support for student diversity by attempting to address individual student needs.	Provides value and support for student diversity by addressing individual needs.	Provides significant value and support for student diversity by purposefully addressing individual needs.	
	3.4 Fosters mutual respect between teacher and students and among students. **IECE 2.8 Facilitates positive interaction between children and adults** **IECE 2.9 Uses positive guidance techniques to foster children's self-regulation** **IECE 2.10 Uses responsive techniques to nurture appropriate social interaction and social competence**				

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Fails to promote a view of mutual respect between teacher and students and among students.	Makes some effort to promote a view of mutual respect and collaboration between teacher and students and among students.	Promotes a view of mutual respect and collaboration between teacher and students and among students.	Clearly promotes a broad view of mutual and collaboration respect between teacher and students and among students.	

3.5 Provides a safe environment for learning; InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B
IECE 2.4 Provides developmentally and individually appropriate indoor and outdoor environments
IECE 3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments

Fails to create an environment that is emotionally and/or physically safe for all students. **IECE 2.4, 3.2** **Fails to provide developmentally and individually appropriate indoor and outdoor environments**	Creates an environment that is safe for all students to learn, but with inconsistent implementation. **IECE 2.4, 3.2** **Provides developmentally and individually appropriate indoor and outdoor environments, but with inconsistent implementation**	Provides an environment that is both emotionally and physically safe for all students. **IECE 2.4, 3.2** **Provides developmentally and individually appropriate indoor and outdoor environment**s	Purposefully and intentionally creates an environment that is both emotionally and physically safe for individuals and different groups of students. **IECE 2.4, 3.2** **Purposely and intentionally provides developmentally and individually appropriate indoor and outdoor environments**	

IECE 2.11 Functions within legal, ethical, and professional guidelines   (See Dispositions Assessment Professional Code of Ethics)

IECE 2.12   Applies adult learning principles in supervising and training adults (Not assessed for Teacher Candidates)

Holistic Assessment of KTS Standard 3/IECE Standard 2 and 3.2

The teacher candidate fails to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient	The teacher candidate attempts to creates a learning climate and set expectations for respectful interactions, academic discussions and individual and group responsibility for quality work; support is needed to address inconsistencies and/or uneven results InTASC 3.3	The teacher candidate collaborates with learners to create a learning climate of shared expectations for respectful interactions, academic discussions and individual and group responsibility for quality work. InTASC 3.3	The teacher candidate collaborates with learners and colleagues to maintain a learning climate of shared expectations for respectful interactions, rigorous academic discussions and individual and group responsibility for quality work.	

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
Standard 4: Implements and Manages Instruction	**4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students; [UofL Standard 11.1]** InTASC 1, 4,5,7, 8 PGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E **IECE 3.1 Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals**				
	Fails to use a range of instructional strategies that align with learning objectives and actively engage students.	Uses instructional strategies that have some alignment to learning objectives and engages students in an activity.	Uses a range of instructional strategies that both align with learning objectives and actively engage students.	Efficiently uses a broad range of relevant and purposeful instructional strategies that both align with learning objectives and actively engage students.	
	4.2 Implements instruction based on diverse student needs and assessment data; [UofL Standard 11.2] InTASC 1, 2, 4,7; PGES Domains 1B, 1C, 1E, 3E **IECE 3.4 Uses instructional strategies that meet the unique needs of each child** **IECE 3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child**				
	Fails to implement instruction based on diverse student needs and assessment data.	Implements instruction; however, it is based on inconsistent, incomplete and/or incorrect evidence of diverse student needs and assessment data.	Implements instruction based on diverse student needs and assessment data.	Clearly and purposefully implements instruction based on diverse student needs and assessment data.	
	4.3 Uses time effectively; InTASC 5; PGES Domains 1D, 2C, 3A (no corresponding IECE indicator)				
	Fails to implement strategies to manage time.	Implements some strategies to manage time.	Effectively implements strategies to manage time.	Effectively implements strategies to manage time across the instructional day.	
	4.4 Uses space and materials effectively; PGES Domains 1D, 2C, 2E (no corresponding IECE indicator)				
	Ineffective use of space and materials that interferes with instructional efficiently.	Uses space and materials inconsistently.	Uses space and materials effectively.	Uses space and materials effectively and consistently	
	4.5 Implements and manages instruction in ways that facilitate higher order thinking; InTASC 1,4, 5, 7, 8; PGES Domains 1C, 1E, 2B, 3A, 3B (no corresponding IECE indicator)				
	Fails to implement instructional strategies that target or facilitate higher order thinking.	Implements instructional strategies that target but may not facilitate higher order thinking.	Implements instructional strategies that facilitate higher order thinking.	Implements a variety of instructional strategies that facilitate higher order thinking across disciplines.	

InTASC 8; ; PGES Domain 3A

Designs and implements questions that require a single correct response; are asked in rapid succession; are asked in predominately recitation style; or are dominated by a few students.	Designs and implements questions to stimulate thinking and discussion that serves different purposes attempting to engage most students.	Designs and implements questions to stimulate thinking and discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) to engage most students.	Designs and implements a variety of questions to stimulate thinking and discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) to engage all students.	

IECE 3.3 Encourages children's active involvement in a variety of structured and unstructured learning activities

Fails to encourage children's active involvement in a variety of structured and unstructured learning activities	Makes some effort to encourage children's active involvement in a variety of structured and unstructured learning activities	Encourages children's active involvement in a variety of structured and unstructured learning activities	Effectively and consistently encourages children's active involvement in a variety of structured and unstructured learning activities	

IECE 3.5 Implements family-centered activities that reflect the family's resources, priorities, and concerns

Fails to implement family-centered activities that reflect the family's resources, priorities, and concerns	Makes some effort to implement family-centered activities that reflect the family's resources, priorities, and concerns	Implements family-centered activities that reflect the family's resources, priorities, and concerns	Purposefully and consistently implements family-centered activities that reflect the family's resources, priorities, and concerns	

IECE 3.7 Provides guidance, learning cues, and positive feedback to children

Fails to provide guidance, learning cues, and positive feedback to children	Makes some effort to provide guidance, learning cues, and positive feedback to children, however, attempts are inconsistent.	Provides guidance, learning cues, and positive feedback to children	Purposefully and effectively provides guidance, learning cues, and positive feedback to children	

IECE 3.8 Manages antecedent and consequent conditions to foster self-management behaviors				
Fails to manages antecedent and consequent conditions to foster self-management behaviors	Makes some effort to manage antecedent and consequent conditions to foster self-management behaviors, however, attempts are inconsistent and/or ineffective	Manages antecedent and consequent conditions to foster self-management behaviors	Purposefully and effectively manages antecedent and consequent conditions to foster self-management behaviors	
Holistic Assessment of KTS Standard 4				
Candidate fails to demonstrate the ability to implement instructional strategies to facilitate higher-order thinking and discussion and/or ineffectively manage time, space, and materials.	Candidate demonstrates ability to implement instructional strategies to facilitate higher-order thinking and discussion to engage most students, while managing time, space, and materials.	Candidate demonstrates ability to differentiate instructional strategies (based on diverse student needs and assessment data) to facilitate higher-order thinking and discussion, while effectively managing time, space, and materials.	Candidate demonstrates advanced ability to differentiate instructional strategies (based on diverse student needs and assessment data) to facilitate higher-order thinking and discussion, while effectively managing time, space, and materials.	

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	5.1 Uses pre-assessments; InTASC 6; PGES Domain 1F **IECE 4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs** **IECE 4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child**				
	Fails to conduct pre-assessments.	Conducts pre-assessments however assessments do not align with instructional objectives.	Conducts pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge.	Conducts a variety of pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge for all students.	*Evidence collected from lesson plan*
	5.2 Uses formative assessments; InTASC 6; PGES Domains 1F, 3D *For the purpose of candidate assessment of this indicator, formative assessment will be those measures taken to monitor learning during the lesson ("*for* learning"). **IECE 4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs** **IECE 4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child**				
	Fails to use formative assessments to monitor student learning in order to gauge whether additional activity or explanation is needed to extend learning.	Uses formative assessments aligned to instructional objectives to determine student progress but needs support to monitor student learning and to gauge whether additional activity or explanation is needed to extend learning.	Uses formative assessments aligned to instructional objectives to monitor student learning and to gauge whether additional activity or explanation is needed to extend learning.	Uses a variety of formative assessments aligned to instructional objectives to monitor student learning and to gauge whether additional activity or explanation is needed to extend learning	*Evidence collected during lesson*
	5.3 Uses summative assessments; InTASC 6; PGES Domain 1F *For the purpose of candidate assessment of this indicator, summative assessment will be those measures taken to determine the extent of understanding, in which data will be collected and analyzed for next steps in instruction ("*of* learning"). **IECE 4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs** **IECE 4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child**				
	Fails to use a summative assessment aligned to instructional objectives and/or to determine the extent of students' understanding.	Uses a summative assessment partially aligned to instructional objectives to determine the extent of understanding for individual students (techniques such as exit tickets).	Uses a summative assessment aligned to instructional objectives to determine the extent of understanding for individual students (techniques such as exit tickets).	Uses a summative assessment aligned to instructional objectives to determine the extent of understanding of each student's achievement and examines patterns to guide future instruction.	*Evidence collected during lesson*

Standard 5: Assesses and Communicates Learning Results

5.4 Describes, analyzes, and evaluates student performance data; InTASC 1, 2, 6, 7; PGES Domains 1B, 1F, 3D
IECE 4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress

Fails to describe student performance or provide analysis of data.	Describes students' general performance but provides limited analysis of data.	Describes, analyzes, and evaluates student performance data from multiple sources to inform instructional practice.	Describes, analyzes, and evaluates student performance data from multiple sources and uses data patterns to inform instructional practice.	*Evidence collected from Post-lesson Reflection*

5.5 Communicates learning results to students and parents; InTASC 1, 4, 5, 6, 7, 8; PGES Domains 1E, 1F, 3B, 3C
IECE 4.6 Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode

Fails to communicate learning results with students in a timely manner.	Communicates learning results inconsistently to students in a timely manner.	Communicates learning results to students in a timely manner.	Communicates learning results to students in a timely manner and recommends future actions.	*Evidence collected from Post-lesson Reflection*

5.6 Allows opportunity for student self-assessment; InTASC 6, 7; PGES Domains 1F, 3D, 4C (no corresponding IECE indicator)

Fails to provide an opportunity for students to engage in self-assessment.	Provides an opportunity for students to engage in self-assessment but does not identify the strengths or areas for growth.	Provides an opportunity for students to engage in self-assessment of learning in order to identify the strengths and areas for growth.	Provides multiple opportunities for students to engage in self-assessment of learning in order to identify the strengths and areas for growth.	*Evidence collected during lesson*

IECE 4.3 Actively involves families and other team members in the assessment process

Fails to actively involve families and other team members in the assessment process	Makes an effort to actively involve families and other team members in the assessment process, however, efforts are inconsistent and/or ineffective.	Actively involves families and other team members in the assessment process	Is intentional and consistent about actively involving families and other team members in the assessment process	

IECE 4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP (not assessed in student teaching)
Holistic Assessment of KTS Standard 5/IECE Standard 4

Candidate fails to implement assessments (pre-self, formative, and/or summative) pre-aligned to instructional objectives and and/or does not use the student performance data to communicate results and inform instruction.	Candidate implements assessments (pre-self, formative, and/or summative) that may be pre-aligned to instructional objectives and may use the student performance data to communicate results and inform instruction.	Candidate demonstrates ability to implement a variety of assessments (pre-self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	Candidate demonstrates advanced ability to implement a variety of assessments (self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	

Goals for future lessons:

1.

2.

Teacher Candidate _____**University Supervisor**_____ **Date**_____

Kentucky Teaching Standards have been mapped to CCSSO InTASC Standards (Interstate Teacher Assessment and Support Consortium) http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html and
PGES (Professional Growth and Effectiveness System) Domains http://education.ky.gov/teachers/PGES/Pages/PGES.aspx