

Sources of Evidence: Context	
Kentucky Framework for Teaching Components	Kentucky Teacher Standards
1A – Demonstrating Knowledge of Content and Pedagogy	1 – The Teacher Demonstrates Applied Content Knowledge
1B – Demonstrating Knowledge of Students	2 – The Teacher Designs and Plans Instruction
1D – Demonstrating Knowledge of Resources	4 – The Teacher Implements and Manages Instruction
	6 – The Teacher Demonstrates the Implementation of Technology
	8 – Collaborates with Colleagues/Parents/Others

Guidelines for Identifying the Source of Evidence: Context

To effectively plan and implement instruction requires that the teacher first have knowledge of the content to be addressed and the appropriate strategies for presenting the content. Second, the teacher must have clear knowledge/understanding of his/her students and what they bring to the learning environment. Finally, the teacher must have knowledge of the resources available to support instruction and facilitate student learning.

The Context is to be written before your lesson plan and used to inform your lesson planning. Be prepared to make any changes to this depending on the content taught and any significant changes to your class demographics. This template will be assessed using the Kentucky Teaching Standard #8 U of L Rubric: Collaborates with Colleagues/Parents/Others (or other professional standards for your certification). Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (TPGES) for your reference.

1. Content

Using your state curriculum/content area standards, work with your mentor/ cooperating teacher, university supervisor and other colleagues to identify the enduring skills, concepts, and processes that your students should master by the end of the year. (Enduring skills, concepts and processes refer to those skills, concepts, and processes that endure beyond a single test date, are of value in other disciplines, are relevant beyond the classroom, are worthy of course-long focus, and may be necessary for the next level of instruction).

2. Students

Working with your mentor/cooperating teacher and other colleagues, identify your students' abilities regarding the identified enduring skills, concepts, and processes for your class. This will require that you collect and analyze data and evidence to identify students' strengths and weaknesses and determine patterns and trends in their performance.

Working with your mentor/cooperating teacher, identify your students' backgrounds, special needs, cultural differences, interests, and language proficiency.

3. Resources

Identify the resources and assistance available within the school and district to support your instruction.

Resources [e.g. lab/shop facilities, technology (hardware and software), equipment, and supplies]

Collaborative Partners (e.g. colleagues including support staff, families, and others who could contribute to your efforts to meet the needs of your students)

Source of Evidence: Lesson Plan	
Kentucky Framework for Teaching Components	Kentucky Teacher Standards
1A – Demonstrating Knowledge of Content and Pedagogy 1B – Demonstrating Knowledge of Students 1C – Setting Instructional Outcomes 1D – Demonstrating Knowledge of Resources 1E – Developing Coherent Instruction 1F – Designing Student Assessment	1 – The Teacher Demonstrates Applied Content Knowledge 2 – The Teacher Designs and Plans Instruction 3 – The Teacher Creates and Maintains Learning Climate 4 – The Teacher Implements and Manages Instruction 5 – Assesses and Communicates Learning Results 6 – The Teacher Demonstrates the Implementation of Technology 8 – Collaborates with Colleagues/Parents/Others

Guidelines for Developing the Source of Evidence: Lesson Plan

The lesson plan template should be used in planning all official lessons to be observed. The development of your lesson plans should be informed by your work on the Context and allow you to demonstrate your knowledge of your students and your subject matter. Your lesson plan will provide the framework upon which you will create the classroom environment and implement instruction. Each lesson plan should be sent to the university supervisor or cooperating teacher two (2) days prior to the scheduled observation to allow for review and feedback. This template will be assessed using the Kentucky Teaching Standard #2 U of L Rubric: Designs and Plans Instruction (or other professional standards for your certification). Each task below is also mapped to the Teacher Professional Growth and Effectiveness System (TPGES) for your reference.

1. Learning Target(s)/Objectives

The lesson's learning target(s)/objective(s) should be student-centered, observable, and measurable. The connections to the state curriculum/content area standards should be focused on the knowledge, skills, and/or processes identified in the learning targets/objectives.

2. Pre-Assessment(s)

Briefly describe the pre-assessment(s) you used (or could use) to identify your students' baseline knowledge and skills relative to the learning targets/objectives for this lesson.

3. Formative Assessment(s)

Identify the type of formative assessments and data that will be used to determine student progress in achieving the learning targets/objectives. If needed, identify how these assessments will be differentiated to address the needs of your students. In addition to the formative assessments you will use, describe how you will provide opportunities for your students to self-assess their learning progress.

4. Resources

Identify the resources that will be needed for the lesson. You should make use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitating your students' learning.

5. Lesson Procedures

Describe the sequence of strategies/activities and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence be sure to:

- a. describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of your students.
- b. identify the questions you will use to promote higher order thinking and understanding and encourage discussion.

6. Watch For----- Identify specific indicators from KTS Standards 3 and 4 (or other professional standards) that you would like specifically observed during this lesson.

Source of Evidence: Observation of Teaching	
Kentucky Framework for Teaching Components	Kentucky Teacher Standards
2A- Creating an Environment of Respect and Rapport 2B- Establishing a Culture for Learning 2C- Managing Classroom Procedures 2D- Managing Student Behavior 2E- Organizing Physical Space 3A- Communication with Students 3B- Questioning and Discussion Techniques 3C- Engaging Students in Learning 3D- Using Assessment in Instruction 3E- Demonstrating Flexibility and Responsiveness	1- The Teacher Demonstrates Applied Content Knowledge 3. The Teacher Creates and Maintains Learning Climate 4. The Teacher Implements and Manages Instruction 5. The Teacher Assess and Communicates Learning Results 8. Collaborates with Colleagues/Parents/Others

Guidelines for Completing Observation of Teaching

The Source of Evidence: Observation of Teaching Rubric is required for each official observation and may be used for informal observations.

This template will be assessed using the Kentucky Teaching Standards U of L Rubric for these targeted standards (or other professional standards for your certification).

Standard 1: Demonstrates Applied Content Knowledge

Standard 3: Creates and Maintains Learning Climate

Standard 4: Implements/Manages Instruction

Standard 5: Assesses/Communicates Learning Results

These standards are also mapped to the Teacher Professional Growth and Effectiveness System (TPGES) listed above for your reference.

More information on the PGES (Professional Growth and Effectiveness System) Domains can be found at the following link: <http://education.ky.gov/teachers/PGES/Pages/PGES.aspx>

Kentucky Teaching Standards have also been mapped to CCSSO InTASC Standards (Interstate Teacher Assessment and Support Consortium)

[http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)

Source of Evidence: Post-Lesson* Reflection	
Kentucky Framework for Teaching Components	Kentucky Teacher Standards
3E – Demonstrating Flexibility and Responsiveness 4A – Reflecting on Teaching	4 – The Teacher Implements and Manages Instruction 5 – Assesses and Communicates Learning Results 7 – Reflects on and Evaluates Teaching and Learning 9 – Evaluates Teaching and Implements Professional Development

*Renamed UofL CEHD

Guidelines for Developing the Source of Evidence: Post-Lesson Reflection

Teaching is a purposeful act, involving many decisions in both the planning and implementation of instruction. Reflection is the thoughtful consideration of those decisions in light of their impact on student learning to determine what aspects of instruction need to be changed and what aspects should be continued. The accuracy and specificity of your reflection and the validity of actions based on the reflection will depend on the extent to which the reflection is based on accurate performance data. Accurate reflection is the basis for planning and implementing both instruction that is responsive to your students' needs and professional development that is responsive to your needs.

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing, and assessing an observed lesson and describe the actions taken based on your reflection. This template will be assessed using the Kentucky Teaching Standard #7 U of L Rubric: Reflects and Evaluates Teaching and Learning (or other professional standards for your certification). Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (TPGES) for your reference.

1. While the directions on the template state this Source of Evidence should be completed within two days of each observation, it is recommended that your analysis of the lesson's formative assessment data be done as soon as possible after the lesson to ensure that the data is used to inform ongoing instruction in a timely fashion.
2. Your response to these questions should be based on an analysis of the formative assessment data from the lesson.
3. Identify any other student evidence or artifacts that informed your determination of student achievement and describe their influence on your determination.
4. If classroom procedures, student conduct, and/or physical space contributed to or hindered student learning, describe the specific contribution or hindrance.
5. If you departed from your plan, be specific as to how and why you changed your plan.
6. If you were to teach this lesson again to the same group of students, be specific as to what you would do differently and the reason(s) you would make the changes.
7. What professional growth needs have you identified based on your reflections as you planned, taught, and assessed your lessons? How do you plan to address these needs?