

Standard 2: Teacher Designs and Plans Instruction

Develops significant objectives aligned with standards	<ul style="list-style-type: none"> Standards are appropriate to lesson Objectives are aligned with KY Academic Standards and Core Content Objectives are observable/measurable Objectives are written on board or stated to students
Plans assessments to guide instruction and measure learning objectives	<ul style="list-style-type: none"> Includes a pre-assessment Plans to obtain formative information for future planning Assessment is aligned to objectives Rubrics or scoring guides are provided for each objective Lesson assessments provide guidance/feedback on students' progress towards objectives Incorporates key questions into plan that are aligned with objectives Plans a variety of assessment strategies
Plans instructional strategies and activities that address learning objectives for all students	<ul style="list-style-type: none"> Incorporates visuals and physical tools to support learning objectives. Plans adaptations/accommodations for specific students Materials for students addressed different reading levels Lesson builds in student choice (of strategy or tool or task) Technology is used to provide visual support or exemplar to students Plan includes scripted higher level questions
Plans instructional strategies and activities that facilitate multiple levels of learning	<ul style="list-style-type: none"> Lesson design is differentiated Accommodations include scaffolding Plan provides multiple ways for students to learn content Hierarchy of thinking skills utilized is appropriate to developmental level of students Students have varied ways of demonstrating what they know Students are challenged to apply the key concepts of the lesson

Standard 1: Applied Content Knowledge

Communicates concepts, processes and knowledge	<ul style="list-style-type: none"> Used correct vocabulary Explicit attention to essential vocabulary Addressed student misconceptions Used phrases such as "in other words..." to clarify concepts Articulated difference between related concepts (provides examples and non-examples) Elicits explanations of key concepts from students
Connects content to life experiences of students	<ul style="list-style-type: none"> Lesson introduction (engage) tied new content to something interesting to students Teacher asked students to think of a connection to their life Lesson began with relating topic to prior knowledge Connected lesson topic to other content area Used student examples/experiences in instruction

Standard 3: Learning Climate

Communicates high expectations	<ul style="list-style-type: none"> Expressed confidence in students' abilities: "This is challenging, but I know you can do it." Asked higher level question: _____ When student asked question, T asked question to give a hint without explaining too much. Rubric/scoring guide contained a description of actions above expected performance.
Establishes a positive learning environment	<ul style="list-style-type: none"> Expectations were posted and reinforced Tone, mannerisms, responses to students were respectful Students posed questions to each other Provided specific feedback, "You justified your answer with support from our reading and class discussion"
Values and supports student diversity and addresses individual needs	<ul style="list-style-type: none"> Grouping of students included range of skill-levels Prepared a graphic organizer for students to help with note taking Asked student from another country how they solved division problems Provided many opportunities for student-to-student interaction Interacted with individuals during group task

Standard 6: Technology

Uses technology to implement instruction and facilitate student learning	<ul style="list-style-type: none"> Used emerging technology (such as web blogs, pod casts, links, etc.) to engage students in new ways to content curriculum Used web sites, applets, or software to model concepts of lesson Used adaptive equipment to enhance or allow access to curriculum materials Students used software program to explore X concept Students created graphs using spreadsheet
--	---

Standard 4: Implementing and Managing Instruction

Uses a variety of instructional strategies that engage students in active learning aligned with learning objectives	<ul style="list-style-type: none">• Grouped students in different ways during lesson• Peer tutoring• Cooperative learning included student collaboration and individual accountability• Students used tools to explore concept• Students reported findings or conclusions to the lesson activity
Implements instruction based on diverse student needs and assessment data	<ul style="list-style-type: none">• Teacher modified lesson to accommodate unexpected student response: _____.• Recognized that students needed additional time with a concept• Provided additional challenge to group finishing early• Offered a simpler example to a struggling learner.• Made sure text was comprehensible and vocabulary was emphasized at start of lesson.
Uses time effectively	<ul style="list-style-type: none">• Students actively engaged at all times• Provides time for closure• Smooth transitions through lesson• Materials and technology ready for use• Attends to all groups by providing clarification of directions, “check ups” for comprehension.• Lesson began on time• During warm-up, talked with individuals about missed work
Implements and manages instruction in ways that facilitate higher order thinking	<ul style="list-style-type: none">• Used higher level questions and solicited responses from all students• Asked a “what if” question to extend thinking• Provided wait time/think time/ response time• When no one volunteered a response, asked students to talk to a partner, then returned to question.• Asked students to ask a question analyzing the situation/graph/story.

Standard 5: Assesses and Communicates Results

Uses a variety of assessments to measure student learning	<ul style="list-style-type: none">• Formative assessment done 3 ways: quick write, pair-share, and observing during group work.• Provided a variety of assessment formats - verbal, written, and visual.• Teacher ends lesson with essential questions aligned with objectives.• Rubric used to assess the focus task.• Students asked to summarize lesson on an exit slip.
Uses assessments that are aligned with learning objectives	<ul style="list-style-type: none">• Each objective is assessed and student performance evidence is gathered.• Used a checklist for each objective to capture observational data.• Objectives assessed informally during lesson and explicitly on an end-of-class writing prompt• Students asked what they know/learned about each objective.

Standard 11: University of Louisville Standard of Diversity

Demonstrates an affirmation of and respect for individual and group differences	<ul style="list-style-type: none">• Initiated interaction and interacted in authentic ways with students, parents and other adults from different racial, cultural and socioeconomic backgrounds (e.g., eye contact, appropriate tone & voice).• Created instructional activities that show a knowledge of students’ racial, cultural, socioeconomic backgrounds• Spoke about students from various backgrounds in a respectful manner (specifically avoiding terms that indicate a deficit perspective of lower expectations based on racial, cultural, socioeconomic and gender, etc. differences).• Anticipated and managed issues of equity and access to resources• Used specific instructional strategies to meet the diverse learners in the classroom.
---	--

Standard 7: Reflects On and Evaluates Students/Learning

Consider the extent to which the evidence reveals that the intern is able to reflect on and accurately evaluate student learning	<ul style="list-style-type: none">• Stated to what extent the students understood the procedures, concepts and/or skills prior to the start of the lesson.• Ensured that each student was actively engaged throughout the lesson..• Used evidence to determine whether each student learned the objectives.• Identified what was challenging for the students to understand.
Consider the extent to which the evidence reveals that the intern is able to reflect on and evaluate instructional practices	<ul style="list-style-type: none">• Described how the lesson tasks, activities and/or discussion supported the lesson objectives.• Detailed what content knowledge the teacher had to understand in order to teach the lesson well.• Identified effective and ineffective instructional strategies.• Identified effective and ineffective classroom management strategies.• Described the most successful aspects of the lesson.• Identified specific strategies that supported the students’ development of concepts, procedures and/or skills.• Described the focus of a follow-up lesson based on students’ performance in this lesson.• Detailed the specifics of what would be done differently if the lesson would be taught again.