Teaching Observation Form

(Spring 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in Phase 4 of the U of L Developmental Teacher Preparation (DTP) Model for candidates seeking certification for Learning and Behavior Disorders
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/UofL Diversity Mapped NTAS; PGES Domains	**Observations** *Please record <u>evidence</u> based on what is included in the lesson plan.*	**Comments/Questions/Suggestions**
Standard 2: Teacher Designs and Plans Instruction	**2.1 Develops significant objectives aligned with standards** ▪ Reflects key concepts of the discipline ▪ Aligns with state standards/Core Content ▪ Relates lesson to unit or broad goals for the topic InTASC 1,4; PGES Domains 1A, 1C	Behavioral objectives contain all necessary components ☐ Behavioral objectives are measurable ☐ Behavioral objectives correspond to students' skill levels ☐ Behavioral objectives align to with state standards	
	2.3 Plans assessments to guide instruction and measure learning objectives ▪ Guides instruction ▪ Measures learning results Aligns with objectives InTASC 1; PGES Domains 1C, 1F, 3D	☐ Uses pre-assessment data to guide instruction ☐ Plans formative assessments to measure student progress throughout the lesson ☐ Plans assessments to measure each student objective	
	2.4 Plans instructional strategies and activities that address learning objectives for all students ▪ Plans a variety of strategies ▪ Includes strategies and adaptations for range of learners **[UofL Standard 11.2]** InTASC 1,4,5,7 PGES Domains 1C, 1E, 3C, 3E	☐ Instructional focus corresponds to planned objectives ☐ Plans a variety of research-based strategies within lessons ☐ Plans adaptations/accommodations for specific students ☐ All materials and activities are age- appropriate	
	2.5 Plans instructional strategies and activities that facilitate multiple levels of learning ▪ Includes several levels of learning ▪ Includes strategies requiring higher order thinking ▪ InTASC 1, 4, 7; PGES Domains 1C, 1E, 3A, 3E	☐ Lesson design is differentiated to meet the needs of students struggling, meeting, and exceeding objectives. ☐ Plans a variety of procedures or tasks with difficulty levels based on student skill repertoire ☐ Plans the use of instructive feedback or provides for students to elaborate on given responses	
Standard 1: Applied Content Knowledge	**1.1 Communicates concepts, processes and knowledge** ▪ Demonstrates accurate and effective instruction ▪ Uses vocabulary that is clear, correct, and appropriate InTASC 1,4,5,7; PGES Domains 1C, 1F, 3A	☐ Describes concepts using language appropriate for students ☐ Presents accurate instructional content to learners ☐ Elicits explanations of key concepts from students	
	1.2 Connects content to life experiences of students ▪ Connects *most* content ▪ Identifies what students will demonstrate as a result of the lesson **[UofL Standard 11.2]** InTASC 1, 2, 3, 4, 5, 6,7; PGES Domains 1A, 1B, 2A, 2B, 3A, 3E	☐ Lesson began with relating topic to prior knowledge ☐ Tasks linked to student needs and life (real-world connections) ☐ Tasks used in context and generalized to other settings/skills	

	KTIP Indicators/UofL Diversity Mapped NTAS; PGES Domains	**Observations** *Please record <u>evidence</u> based on what is included in the lesson plan.*	**Comments/Questions/Suggestions**
Standard 3: Creates and Maintains Learning Climate	**3.1 Communicates high expectations** ▪ Sets significant and challenging objectives ▪ Communicates confidence in students' ability to achieve objectives InTASC 3, 6; PGES Domains 1F, 2A, 2B	☐ Generally presents tasks that are at appropriate level of difficulty for all students ☐ Provides students with opportunities to explain their thinking	
	3.2 Establishes a positive learning environment ▪ Sets clear standards of conduct ▪ Shows awareness of student behavior ▪ Responds in appropriate and respectful ways InTASC 1, 3,5,8; PGES Domains 2A, 2B, 2C, 3A, 3B, 3C	☐ Generally delivers more praise than reprimands or directives. ☐ Reviews behavior expectations at the onset of the lesson and before each activity ☐ Responses to behavior (appropriate/inappropriate) immediately and consistently ☐ Positioned to supervise all students in the classroom ☐ Tones, mannerisms, responses to students were respectful	
	3.3 Values and supports student diversity *and* addresses individual needs ▪ Uses a variety of strategies ▪ Identifies student characteristics that will affect learning **[UofL Standard 11.8]** InTASC 1, 2, 3, 4, 7, 8; PGES Domains 1B, 1C, 1E, 2A, 2B, 3B, 3C	Appropriate accommodations are made for students ☐ Content, resources, and strategies respond to cultural, linguistic, and gender differences	
	3.4 Fosters mutual respect between teacher and students and among students. InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B		
	3.5 Provides a safe environment for learning InTASC 1, 3, 4, 5, 6, 8; PGES Domain 2A, 2B, 2C, 2D, 3B, 3C, 3D		
Standard 6: Technology	**6.2 Uses technology to implement instruction and facilitate student learning** ▪ Uses technology to support instruction ▪ Students use technology InTASC 1,4, 7; PGES Domains 1E, 2E	☐ Technology is used to enhance instruction and engage students ☐ Students are able to use technology	
Standard 4: Implements and Manages	**4.1 Uses a variety of instructional strategies that engage students in active learning aligned with objectives** ▪ Uses different strategies within lesson ▪ Incorporates strategies focused on objectives	☐ Provides ample opportunities for interactions and discussion among teacher/student and student/student. ☐ Uses scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson. ☐ Use a variety of question types including those that promote	

[UofL Standard 11.1] InTASC 1, 4,5,7, 8 PGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E	higher-order thinking skills throughout the lesson	
KTIP Indicators/UofL Diversity Mapped NTAS; PGES Domains	**Observations** *Please record <u>evidence</u> based on what is included in the lesson plan*	**Comments/Questions/Suggestions**
4.2 Implements instruction based on diverse student needs and assessment data ▪ Bases instruction on needs, data is taken from contextual information ▪ Adapts instruction to unanticipated circumstances **[UofL Standard 11.2]** InTASC 1, 2, 4,7; PGES Domains 1B, 1C, 1E, 3E	☐Teacher uses appropriate reinforcement schedules based on student performance ☐Teacher adjusts instruction based on student performance	
4.3 Uses time effectively ▪ Establishes efficient/effective procedures ▪ Guides effective transitions ▪ Monitors groups ▪ Includes closure InTASC 5; PGES Domains 1D, 2C, 3A	☐ Lesson began on time ☐ Smooth transitions throughout lesson ☐ Materials and technology ready for use ☐ Provides closure	
4.4 Uses space and materials effectively to facilitate student learning PGES Domains 1D, 2C, 2E		
4.5 Implements and manages instruction in ways that facilitate higher order thinking Uses tasks and questions that encourage students to compare, analyze, synthesize, evaluate, apply InTASC 1,4, 5, 7, 8; PGES Domains 1C, 1E, 2B, 3A, 3B	☐ Implements a variety of procedures or tasks with difficulty levels based on student skill repertoire ☐ Uses of instructive feedback to allow for students to elaborate on given responses	
5.1 Uses pre-assessments Uses a variety of pre-assessments to establish baseline knowledge and skills for all students InTASC 6; PGES Domain 1F		
5.2 Uses formative assessments ▪ Assesses all objectives (informally/formally) ▪ Uses a variety ▪ Monitors and adjusts InTASC 6; PGES Domains 1F, 3D	☐ Checks for understanding of content throughout lesson ☐Teacher collects data on student performance ☐ Presents graphed data on student objectives	
5.3 Uses summative assessments • Uses a variety of summative assessments to measure student achievement InTASC 6; PGES Domain 1F		
5.6 Allows opportunities for student self-assessment ▪ Uses student self-assessment ▪ Uses different strategies for self assessment InTASC 1, 4, 5, 6, 7, 8;	☐ Provides opportunities for students to evaluate their own performance	

Standard 5: Assesses and Communicates Learning Results

| | PGES Domains 1E, 1F, 3B, 3C, 3D | | |

Goals for future lessons:

1.

2.

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

	KTIP Indicators/UofL Diversity Mapped NTAS; PGES Domains	**Observations** *Please record <u>evidence</u> based on what is included in the lesson plan.*	**Comments/Questions/Suggestions**
Standard 7: Reflects on and Evaluates	**7.1 Uses data to reflect on and evaluate student learning.** Reflects on and accurately evaluates student learning InTASC 6, 9; PGES Domains 1F, 4A		
	7.2 Uses data to reflect on and evaluate instructional practice. Reflects on and accurately evaluates own instruction InTASC 6, 9; PGES Domains1F, 4A		

Summary of Observation for Clinical Placement for Student Teacher

The Student Teaching Observation Form (KTIP Task A2, B and C) is required for each official observation for student teaching. University supervisors will have access to the rubric through LiveText Dashboard. Cooperating teachers will receive an email from the Office of Educator Development and Clinical Practice with directions to access to the rubric.

Reviewers will be asked to indicate the extent to which evidence reveals a student teacher's progress on the following standards:
Standard 2: Designs/Plans Instruction
Standard 1: Demonstrates Applied Content Knowledge
Standard 3: Creates and Maintains Learning Climate
Standard 6: Implements Technology
Standard 4: Implements/Manages Instruction
Standard 5: Assesses/Communicates Learning Results
Standard 11: Understands the Complex Lives of Students and Adults in Schools and Society

On the Completion of Task C
Standard 7: Reflects On and Evaluates Teaching/Learning

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