

Based on **KY Teacher Standards (2008)**. For use in Phase 3 of the U of L Developmental Teacher Preparation (DTP) Model adapted for candidates seeking certification in **Learning and Behavior Disorders (LBD)**. 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
Standard 1: Applied Content Knowledge	1.1 Communicates concepts, processes and knowledge <ul style="list-style-type: none"> ▪ Demonstrates accurate and effective instruction ▪ Uses vocabulary that is clear, correct, and appropriate 	<input type="checkbox"/> Describes concepts using language appropriate for students <input type="checkbox"/> Presents accurate instructional content to learners <input type="checkbox"/> Elicits explanations of key concepts from students	
	1.2 Connects content to life experiences of students <ul style="list-style-type: none"> ▪ Connects <i>most</i> content ▪ Identifies what students will demonstrate as a result of the lesson [UofL Standard 11.2]	<input type="checkbox"/> Lesson began with relating topic to prior knowledge <input type="checkbox"/> Tasks linked to student needs and life (real-world connections) <input type="checkbox"/> Tasks used in context and generalized to other settings/skills	
Standard 3: Learning Climate	3.1 Communicates high expectations <ul style="list-style-type: none"> ▪ Sets significant and challenging objectives ▪ Communicates confidence in students' ability to achieve objectives 	<input type="checkbox"/> Generally presents tasks that are at appropriate level of difficulty for all students <input type="checkbox"/> Provides students with opportunities to explain their thinking	
	3.2 Establishes a positive learning environment <ul style="list-style-type: none"> ▪ Sets clear standards of conduct ▪ Shows awareness of student behavior ▪ Responds in appropriate and respectful ways [UofL Standard 11.8]	<input type="checkbox"/> Generally delivers more praise than reprimands or directives. <input type="checkbox"/> Reviews behavior expectations at the onset of the lesson and before each activity <input type="checkbox"/> Responses to behavior (appropriate/inappropriate) immediately and consistently <input type="checkbox"/> Positioned to supervise all students in the classroom <input type="checkbox"/> Tones, mannerisms, responses to students were respectful	
Standard 6: Technology	6.2 Uses technology to implement instruction that facilitates student learning <ul style="list-style-type: none"> ▪ Uses technology to support instruction ▪ Students use technology 	<input type="checkbox"/> Technology is used to enhance instruction and engage students <input type="checkbox"/> Students are able to use technology	



Standard 4: Implementing and Managing Instruction	<p>4.1 Uses a variety of instructional strategies that engage students in active learning aligned with objectives</p> <ul style="list-style-type: none"> ▪ Uses different strategies ▪ Strategies focused on objectives <p>[UofL Standard 11.1]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provides ample opportunities for interactions and discussion among teacher/student and student/student. <input type="checkbox"/> Uses scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson. <input type="checkbox"/> Use a variety of question types including those that promote higher-order thinking skills throughout the lesson 	
	<p>4.2 Implements instruction based on diverse student needs and assessment data</p> <ul style="list-style-type: none"> ▪ Bases instruction on needs, data is taken from contextual information ▪ Adapts instruction to unanticipated circumstances <p>[UofL Standard 11.2]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses appropriate reinforcement schedules based on student performance <input type="checkbox"/> Teacher adjusts instruction based on student performance 	
	<p>4.3 Uses time effectively</p> <ul style="list-style-type: none"> ▪ Establishes efficient/effective procedures ▪ Guides effective transitions ▪ Monitors groups ▪ Includes closure 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson began on time <input type="checkbox"/> Smooth transitions throughout lesson <input type="checkbox"/> Materials and technology ready for use <input type="checkbox"/> Provides closure 	
	<p>4.5 Implements and manages instruction in ways that facilitate higher order thinking</p> <ul style="list-style-type: none"> ▪ Uses tasks and questions that ask students to compare, analyze, synthesize, evaluate, apply 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements a variety of procedures or tasks with difficulty levels based on student skill repertoire <input type="checkbox"/> Uses of instructive feedback to allow for students to elaborate on given responses 	
	<p>5.2 Uses formative assessments</p> <ul style="list-style-type: none"> ▪ Assesses all objectives (informally/formally) ▪ Uses a variety ▪ Monitors and adjusts 	<ul style="list-style-type: none"> <input type="checkbox"/> Checks for understanding of content throughout lesson <input type="checkbox"/> Teacher collects data on student performance <input type="checkbox"/> Presents graphed data on student objectives 	
Standard 5: Assesses & Communicates Results	<p>5.6 Allows opportunities for student self-assessment</p> <ul style="list-style-type: none"> ▪ Uses student self-assessment ▪ Uses different strategies for self assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for students to evaluate their own performance 	
	GOALS	Record 2-3 goals for future planning and teaching (to be completed by the candidate after post conferencing with teacher).	

Rubric for Assessment

	Satisfactory Performance on the Standard	Making Progress Toward Standard	Not Making Progress Toward Standard
Standard 1: Consider the extent to which the evidence reveals that the intern's applied content knowledge is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	1	2	3
Standard 3: Consider the extent to which the evidence reveals that the learning climate created and maintained by the intern is based on sound pedagogical principles and addresses the diverse needs and abilities of all students.	1	2	3
Standard 6: Consider the extent to which the evidence reveals that the intern's use of technology is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	1	2	3
Standard 4: Consider the extent to which the evidence reveals that the intern's instruction is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.	1	2	3
Standard 5: Consider the extent to which the evidence reveals that the intern's assessment activities are aligned with the Content Standards, are based on sound pedagogical principles, and address the diverse needs and abilities of all students.	1	2	3
Standard 11: Consider the extent to which the evidence reveals that the intern demonstrates an affirmation of and respect for individual and group differences 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.	1	2	3
OVERALL	1	2	3