

Teaching Observation Form

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 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: _____

Page 1 relates to the candidate's **Lesson Plan**. Pages 2-3 relates to the candidate's **Instruction**.

| | KTIP Indicators with U of L Standard 11: Diversity | Observations <i>Please record evidence based on what is included in the lesson plan.</i> | Comments/Questions/Suggestions |
|--|--|--|---------------------------------------|
| Standard 2: Teacher Designs and Plans Instruction | <p>2.1 Develops significant objectives aligned with standards</p> <ul style="list-style-type: none"> ▪ Reflects key concepts of the discipline ▪ Aligns with state standards/Core Content ▪ Relates lesson to unit or broad goals for the topic | <ul style="list-style-type: none"> <input type="checkbox"/> Behavioral objectives contain all necessary components <input type="checkbox"/> Behavioral objectives are measurable <input type="checkbox"/> Behavioral objectives correspond to students' skill levels <input type="checkbox"/> Behavioral objectives align to with state standards | |
| | <p>2.3 Plans assessments to guide instruction and measure learning objectives</p> <ul style="list-style-type: none"> ▪ Guides instruction ▪ Measures learning results ▪ Aligns with objectives | <ul style="list-style-type: none"> <input type="checkbox"/> Uses pre-assessment data to guide instruction <input type="checkbox"/> Plans formative assessments to measure student progress throughout the lesson <input type="checkbox"/> Plans assessments to measure each student objective | |
| | <p>2.4 Plans instructional strategies and activities that address learning objectives for all students</p> <ul style="list-style-type: none"> ▪ Plans a variety of strategies ▪ Includes strategies and adaptations for range of learners ▪ Uses contextual data to design relevant instruction <p>[UofL Standard 11.2]</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Instructional focus corresponds to planned objectives <input type="checkbox"/> Plans a variety of research-based strategies within lessons <input type="checkbox"/> Plans adaptations/accommodations for specific students <input type="checkbox"/> All materials and activities are age- appropriate | |
| | <p>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning</p> <ul style="list-style-type: none"> ▪ Includes several levels of learning ▪ Includes strategies requiring higher order thinking | <ul style="list-style-type: none"> <input type="checkbox"/> Lesson design is differentiated to meet the needs of students struggling, meeting, and exceeding objectives. <input type="checkbox"/> Plans a variety of procedures or tasks with difficulty levels based on student skill repertoire <input type="checkbox"/> Plans the use of instructive feedback or provides for students to elaborate on given responses | |



| 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 | <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 | |
| | 3.3 Values and supports student diversity and addresses individual needs <ul style="list-style-type: none"> ▪ Uses a variety of strategies ▪ Identifies student characteristics that will affect learning [UofL Standard 11.8] | <input type="checkbox"/> Appropriate accommodations are made for students <input type="checkbox"/> Content, resources, and strategies respond to cultural, linguistic, and gender differences | |
| Standard 6: Technology | 6.2 Uses technology to implement instruction and facilitate 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 | |



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| | | Observations | |
|--|--|---|---------------------------------------|
| | KTIP Indicators with U of L Standard 11: Diversity | <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 4: Implementing and Managing Instruction | 4.1 Uses a variety of instructional strategies that engage students in active learning aligned with objectives <ul style="list-style-type: none"> ▪ Uses different strategies within lesson ▪ Incorporates strategies focused on objectives [UofL Standard 11.1] | <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 | |
| | 4.2 Implements instruction based on diverse student needs and assessment data <ul style="list-style-type: none"> ▪ Bases instruction on needs, data is taken from contextual information ▪ Adapts instruction to unanticipated circumstances [UofL Standard 11.2] | <input type="checkbox"/> Teacher uses appropriate reinforcement schedules based on student performance <input type="checkbox"/> Teacher adjusts instruction based on student performance | |
| | 4.3 Uses time effectively <ul style="list-style-type: none"> ▪ Establishes efficient/effective procedures ▪ Guides effective transitions ▪ Monitors groups ▪ Includes closure | <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 | |
| | 4.5 Implements and manages instruction in ways that facilitate higher order thinking <ul style="list-style-type: none"> ▪ Uses tasks and questions that encourage students to compare, analyze, synthesize, evaluate, apply | <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 | |
| | 5.2 Uses formative assessments <ul style="list-style-type: none"> ▪ Assesses all objectives (informally/formally) ▪ Uses a variety ▪ Monitors and adjusts | <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 and Communicates Results | 5.6 Allows opportunities for student self-assessment <ul style="list-style-type: none"> ▪ Uses student self-assessment ▪ Uses different strategies for self assessment | <input type="checkbox"/> Provides opportunities for students to evaluate their own performance | |

Goals for future lessons:

- 1.
- 2.
- 3.

Teacher Candidate _____ University Supervisor _____ Cooperating Teacher _____ Date _____

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Task C: Lesson Analysis and Reflection

| Standard 7: Reflects On and Evaluates Teaching/Learning | KTIP Indicators | Lesson Analysis and Reflection <i>Please record evidence based on the candidate's reflection. The evidence for Task C can be shared with the student teacher via the on-line rubric in Live Text.</i> | Comments/Questions/Suggestions |
|---|---|--|--------------------------------|
| | 7.1 Uses data to reflect on and evaluate student learning. Reflects on and accurately evaluates student learning | <input type="checkbox"/> Stated to what extent the students understood the procedures, concepts, and/or skills prior to the lesson <input type="checkbox"/> Used evidence to determine whether each student learned the objectives <input type="checkbox"/> Used evidence to determine next-step plans of instruction | |
| | 7.2 Uses data to reflect on and evaluate instructional practice. Reflects on and accurately evaluates own instruction | <input type="checkbox"/> Described how the lesson tasks, activities, and/or discussion supported the lesson objectives <input type="checkbox"/> Identified effective and ineffective instructional strategies <input type="checkbox"/> Identified effective and ineffective classroom management strategies <input type="checkbox"/> Detailed the specifics of what would be done differently if the lesson would be taught again | |

Summary of Observation for Clinical Placement for Student Teacher

An on-line rubric for the Student Teaching Observation Form (KTIP Task A2, B and C) is required for each official observation for student teaching. University supervisors and cooperating teachers will have access to the rubric through Live Text. Cooperating teachers will receive an electronic email with a USER NAME and PASSWORD to access the Summary of the Teaching Observation 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