

Based on **Kentucky Teacher Internship Program (KTIP)** (2006). For use in Phase 4 of the U of L Developmental Teacher Preparation (DTP) Model. 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	IIC Standards, Knowledge, and Skills	Observations <i>Please record <u>evidence</u> based on what is included in the lesson plan.</i>	Comments/Questions/Suggestions
Standard 2: Teacher Designs and Plans Instruction	2.1 Develops significant objectives aligned with standards <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 	ICC7K3- {Demonstrates knowledge of} National, state or provincial, and local curricula standards ICC7S1-Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.	<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	
	2.3 Plans assessments to guide instruction and measure learning objectives <ul style="list-style-type: none"> Guides instruction Measures learning results Aligns with objectives 	IIC8S3-Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs.	<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	
	2.4 Plans instructional strategies and activities that address learning objectives for all students <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 [UofL Standard 11.2] 	IIC7S2-Plan and implement age- and ability-appropriate instruction for individuals with exceptional learning needs. ICC7S5-Use task analysis.	<input type="checkbox"/> Instructional focus corresponds to planned objectives <input type="checkbox"/> Plans a variety of research-based strategies within lessons <input type="checkbox"/> Shows a task analysis for chained tasks and/or specifies student responses for discrete tasks <input type="checkbox"/> All materials and activities are age- appropriate	
	2.5 Plans instructional strategies and activities that facilitate multiple levels of learning <ul style="list-style-type: none"> Includes several levels of learning Includes strategies requiring higher order thinking 	ICC4S2-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.	<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		IIC Standards, Knowledge, and Skills	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 	ICC7K2- {Demonstrates knowledge of} Scope and sequences of general and special curricula. ICC9S8-Use verbal, nonverbal, and written language effectively. ICC1S1-Articulate personal philosophy of special education.	<input type="checkbox"/> Describes concepts using language appropriate for students' receptive skill repertoire <input type="checkbox"/> Presents accurate instructional content to learners	
	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]	ICC6S2-Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language. ICC4S4-Use strategies to facilitate maintenance and generalization of skills across learning environments.	<input type="checkbox"/> Ensures all students can respond during instruction (Prepared AAC, PECS,) <input type="checkbox"/> Instructional content is appropriate for student current skill repertoire. <input type="checkbox"/> Demonstrates the use of strategies to promote generalization	
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 	ICC7S6-Sequence, implement, and evaluate individualized learning objectives.	<input type="checkbox"/> Generally presents tasks that are at appropriate level of difficulty for all students <input type="checkbox"/> Previews upcoming events for students	
	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 	ICC1K2- {Demonstrates knowledge of} Laws, policies, and ethical principles regarding behavior management planning and implementation. ICC7S4-Use functional assessments to develop intervention plans. ICC5S1-Create a safe, equitable, positive and supportive learning environment in which diversities are valued. ICC5S10-Use effective and varied behavior management strategies. ICC4S5-Use procedures to increase	<input type="checkbox"/> Generally delivers more praise than reprimands or directives. <input type="checkbox"/> Reviews behavior expectations at the onset of the lesson <input type="checkbox"/> Responses to problem behavior appear to address function <input type="checkbox"/> Refrains from using punitive techniques (e.g., reprimands, time out, response cost) outside of the context of a formal Behavior Intervention Plan <input type="checkbox"/> Positioned to supervise all students in the classroom <input type="checkbox"/> Refrains from using sarcasm, insults, and talking about students in their presence	



		<p>the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.</p> <p>IIC4S3-Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs.</p>		
	<p>3.3 Values and supports student diversity and addresses individual needs</p> <ul style="list-style-type: none"> ▪ Uses a variety of strategies ▪ Identifies student characteristics that will affect learning <p>[UofL Standard 11.8]</p>	<p>IIC2K2- {Demonstrates knowledge of} Impact of sensory impairments, physical and health exceptional learning needs on individuals, families and society.</p> <p>IIC2K3- {Demonstrates knowledge of} Etiologies and medical aspects of conditions affecting individuals with exceptional learning needs {as appropriate}.</p> <p>ICC7S8-Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.</p>	<p><input type="checkbox"/> Appropriate accommodations are made for students with sensory impairments</p> <p><input type="checkbox"/> Content, resources, and strategies respond to cultural, linguistic, and gender differences</p>	
Standard 6: Technology	<p>6.2 Uses technology to implement instruction and facilitate student learning</p> <ul style="list-style-type: none"> ▪ Uses technology to support instruction ▪ Students use technology 	<p>IIC6K2- {Demonstrates knowledge of} Communication and social interaction alternatives for individuals who are nonspeaking.</p> <p>IIC5S2-Use and maintain assistive technologies.</p>	<p><input type="checkbox"/> Technology is used to enhance instruction (more than just a preferred activity or reinforcer)</p> <p><input type="checkbox"/> Students are able to access technology (adapted mouse, para-support)</p>	
Standard 7: Implementing and Managing	<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 within lesson ▪ Incorporates strategies focused on objectives <p>[UofL Standard 11.1]</p>	<p>ICC6S1-Use strategies to support and enhance communication skills of individuals with exceptional learning needs.</p> <p>IIC4S1-Use research-supported instructional strategies and practices.</p>	<p><input type="checkbox"/> All students have a functional communication system</p> <p><input type="checkbox"/> Teacher uses prompts to promote successful communicative/instructional interactions</p> <p><input type="checkbox"/> Uses active responding strategies and or small group instruction to ensure frequent OTR</p> <p><input type="checkbox"/> Uses accurate prompting methods</p>	



	<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>	<p>ICC7S13-Make responsive adjustments to instruction based on continual observations.</p> <p>ICC7S15-Evaluate and modify instructional practices in response to ongoing assessment data.</p>	<p><input type="checkbox"/> Teacher uses appropriate reinforcement schedules based on student performance</p> <p><input type="checkbox"/> Teacher adjusts instruction based on student performance (antecedents, prompts, feedback)</p>	
	<p>4.3 Uses time effectively</p> <ul style="list-style-type: none"> ▪ Establishes efficient/effective procedures ▪ Guides effective transitions ▪ Monitors groups ▪ Includes closure 	<p>ICC7K5- {Demonstrates knowledge of} Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.</p> <p>IIC5S3-Structure the educational environment to provide optimal learning opportunities for individuals with exceptional learning needs.</p>	<p><input type="checkbox"/> Pace results in multiple OTR for all students and decreased opportunities for students to engage in problem behavior</p> <p><input type="checkbox"/> Minimal time is spent in material preparation and explaining directions to paraprofessionals</p>	
	<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 encourage students to compare, analyze, synthesize, evaluate, apply 	<p>IIC4S5-Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.</p> <p>ICC4S2-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.</p>	<p><input type="checkbox"/> Models correct responses/products for student to use as comparisons</p> <p><input type="checkbox"/> Implements a variety of procedures or tasks with difficulty levels based on student skill repertoire</p> <p><input type="checkbox"/> Uses of instructive feedback to allow for students to elaborate on given responses</p>	
<p><i>Standard 5: Assesses and Communicates Results</i></p>	<p>5.2 Uses formative assessments</p> <ul style="list-style-type: none"> ▪ Assesses all objectives (informally/formally) ▪ Uses a variety ▪ Monitors and adjusts 	<p>ICC7S13-Make responsive adjustments to instruction based on continual observations.</p> <p>ICC8S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs.</p>	<p><input type="checkbox"/> Check for understanding of content and adjust instruction accordingly</p> <p><input type="checkbox"/> Teacher collects data on student performance</p>	
	<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 	<p>IIC5S5-Teach individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults.</p> <p>ICC7S3-Involve the individual and family in setting instructional goals and monitoring progress.</p> <p>ICC5S8-Teach self-advocacy.</p> <p>ICC5S9-Create an environment that encourages self-advocacy and increased independence.</p>	<p><input type="checkbox"/> Provides opportunities for students evaluate their own performance</p> <p><input type="checkbox"/> Materials and environments are structured in a way that promotes student independence</p> <p><input type="checkbox"/> Uses visual schedules/or token systems to promote student self assessment of progress through tasks or toward reinforcement</p>	

Goals for future lessons:

- 1.
- 2.
- 3.

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

Written Lesson Plan (Part A) /13

Observation /33

Reflection (Part C) /4

Total = /50



Standard 7: Reflects On and Evaluates Teaching/Learning	KTIP Indicators	IIC Standards, Knowledge, and Skills	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	ICC8S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs. ICC5S6-Use performance data and information from all stakeholders to make or suggest modifications in learning environments.	<input type="checkbox"/> Presents graphed/recorded data on student objectives <input type="checkbox"/> Accurately reflects students' progress based on data	
	7.2 Uses data to reflect on and evaluate instructional practice. Reflects on and accurately evaluates own instruction	ICC8S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs. ICC7S15-Evaluate and modify instructional practices in response to ongoing assessment data.	<input type="checkbox"/> Explains how instructional decisions have been made based on student data <input type="checkbox"/> Identifies evidence-based practices that will be used with the students in future lessons	

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

