

Teaching Observation Form (SHORT)

Based on **KY Teacher Standards (2008)** for use in Phase 3 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: _____

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 		
	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 [U of L Standard 11.2]		
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 		
	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 [U of L Standard 11.8]		
	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 [U of L Standard 11.8]		
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 		

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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>[U of L Standard 11.1]</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>[U of L Standard 11.2]</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>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 		
Standard 5: Assesses & Communicates Results	<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>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 		
GOALS	Record 2-3 goals for future planning and teaching (to be completed by the candidate after post conferencing with teacher).		

Based on **Kentucky Teacher Internship Program (KTIP)** (2006) for use in Phase 3 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

PLEASE BUBBLE IN YOUR RESPONSES TO EACH STATEMENT WITH A NUMBER 2 LEAD PENCIL.

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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.	3	2	1
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.	3	2	1
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.	3	2	1
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.	3	2	1
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.	3	2	1
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.	3	2	1
OVERALL	3	2	1