

DRAFT: New KTS Teaching Lesson Observation Rev 1.2

by Boyce Placement Coordinator

Assessment

About this Assessment

The TWS Lesson plans are for evaluation of the lessons taught within the classroom. This evaluation is to be completed while the student teaches the lesson, or as soon after the lesson as possible, not to exceed two days. In order to give guidance and clear areas of improvement to the student, please do not mark each rubric grade “advanced.” Additional feedback and comments are desired to help the student improve performance and for the TEP program to make necessary changes.

If you **DO NOT** observe a portion of the evaluation, select N/A. Several classes/field experience placements require the field experience student to teach multiple lessons. In this instance, there will be multiple assessment rubrics in LiveText for the cooperating teacher to complete.

Standard 1: The teacher demonstrates applied content knowledge

| | N/A (0.000 pt) | Beginner (1.000 pt) | Developing (2.000 pts) | Target (3.000 pts) | Advanced (4.000 pts) |
|---|----------------|--|---|--|---|
| 1.1 Communicates concepts, processes, and knowledge (1.000, 20%) | | Teacher candidate fails to demonstrate a current and sufficient academic knowledge of the certified content and processes to develop student knowledge and performance in those content areas. | Teacher candidate demonstrates limited academic knowledge of the certified content and processes to develop student knowledge and performance in those content areas. | Teacher candidate demonstrates sufficient academic knowledge of the certified content and processes to develop student knowledge and performance in the content areas. | Teacher candidate demonstrates exemplary academic knowledge of the certified content and processes to develop student knowledge and performance in the content areas. |
| 1.2 Connects content to life experiences of students (1.000, 20%) | | Fails to connect content, procedures, and activities to relevant life experiences of students | Connects content, procedures, and activities to relevant life experiences of students. | Connects content, procedures, and activities to relevant life experiences of students and previously learned content. | Connects content, procedures, and activities to relevant life experiences of students and previously learned content across disciplines. |
| 1.3 Demonstrates instructional strategies that are appropriate for content and contributes to student learning (1.000, 20%) | | Fails to use instructional strategies that contribute to student learning. | Uses limited instructional strategies that are appropriate for the content of the lesson and that contribute to student learning. | Uses varied instructional strategies that are appropriate for the content of the lesson that contribute to student learning. | Uses a breadth of instructional strategies across disciplines/in novel settings that are clearly appropriate for the content of the lesson that contribute to student learning. |
| 1.4 Guides students to understand content from various perspectives (1.000, 20%) | | Fails to provide opportunities and guidance for students to consider lesson content from different perspectives, or perspectives that extend students' understanding. | Provides an opportunity and guidance for students to consider lesson content from a different perspective in order to extend their understanding. | Provides multiple opportunities and guidance for students to consider lesson content from different perspectives in order to extend their understanding. | Provides multiple opportunities and guidance for students to consider lesson content from many types of perspectives (diverse, multicultural, and global) in order to extend their understanding. |
| 1.5 Identifies and addresses students' misconceptions of content (1.000, 20%) | | Inconsistently identifies student misconceptions related to content | Identifies student misconceptions related to content but inconsistently addresses them during planning/instruction. | Accurately identifies student misconceptions related to content and adequately addresses them during planning/instruction. | Demonstrates advanced ability to logically and accurately identify potential and realized (infer) misconceptions related to lesson content and to significantly address them in planning and delivery of instruction. |

Standard 3: The teacher creates and maintains learning climate

| | N/A (0.000 pt) | Beginner (1.000 pt) | Developing (2.000 pts) | Target (3.000 pts) | Advanced (4.000 pts) |
|---|----------------|---|--|---|--|
| 3.1 Communicates high expectations (1.000, 20%) | | Fails to set behavioral and learning expectations or does not communicate confidence in students' ability to meet expectations. | Does not consistently set behavioral or learning expectations. Inconsistently communicates confidence in students' ability to meet those expectations. | Sets behavioral and learning expectations for students and communicates confidence in their ability to meet those expectations. | Sets behavioral and learning expectations for groups and identifies individual students and communicates confidence in students' ability to meet those expectations. |
| 3.2 Establishes a positive learning environment (1.000, 20%) | | Fails to establish a positive learning environment for students | Candidate requires further development in creating a positive learning environment for students. | Establishes a positive learning environment for students. | Incorporates relevant strategies to create a positive learning environment for students. |
| 3.3 Values and supports student diversity and addresses individual needs (1.000, 20%) | | Fails to demonstrate support for student diversity and does not address individual student needs. | Provides some demonstration of value and support for student diversity by attempting to address individual student needs. | Provides value and support for student diversity by addressing individual needs. | Provides significant value and support for student diversity by purposefully addressing individual needs. |
| 3.4 Fosters mutual | | Fails to promote of mutual respect between teacher and | Makes some effort to promote of mutual respect between | Promotes of mutual respect between teacher and students | Clearly promotes a deep mutual respect between |

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| respect between teacher and students and among students (1.000, 20%) | | students and among students. | teacher and students and among students. | and among students. | teacher and students and among students. |
| 3.5 Provides a safe environment for learning (1.000, 20%) | | Fails to create an environment that is emotionally and/or physically safe for all students. | Creates an environment that is safe for all students to learn, but with inconsistent implementation. | Provides an environment that is both emotionally and physically safe for all students. | Purposefully and intentionally creates an environment that is both emotionally and physically safe for individuals and different groups of students. |

Standard 4: The teacher implements and manages instruction

| | N/A (0.000 pt) | Beginner (1.000 pt) | Developing (2.000 pts) | Target (3.000 pts) | Advanced (4.000 pts) |
|---|----------------|--|---|---|---|
| 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students (1.000, 20%) | | Fails to use a range of instructional strategies that align with learning objectives and actively engage students. | Uses instructional strategies that have some alignment to learning objectives and engages students in an activity. | Uses a range of instructional strategies that both align with learning objectives and actively engage students. | Efficiently uses a broad range of relevant and purposeful instructional strategies that both align with learning objectives and actively engage students. |
| 4.2 Implements instruction based on diverse student needs and assessment data (1.000, 20%) | | Fails to implement instruction based on diverse student needs and assessment data. | Implements instruction, however, it is inconsistent, or incomplete. It is not aligned with evidence of diverse student needs and assessment data. | Implements instruction based on diverse student needs and assessment data. | Clearly and purposefully implements instruction based on diverse student needs and assessment data. |
| 4.3 Uses time effectively (1.000, 20%) | | Fails to implement strategies to manage time. | Implements some strategies to manage time. | Effectively implements strategies to manage time. | Effectively implements strategies to manage time across the instructional day. |
| 4.4 Uses space and materials effectively (1.000, 20%) | | Ineffective use of space and materials that impedes instruction. | Uses space and materials inconsistently. | Uses space and materials effectively. | Uses space and materials effectively and consistently |
| 4.5 Implements and manages instruction in ways that facilitate higher order thinking (1.000, 20%) | | Fails to implement instructional strategies that target or facilitate higher order thinking. | Implements instructional strategies that target but may not facilitate higher order thinking. | Implements instructional strategies that facilitate higher order thinking | Implements a variety of instructional strategies that facilitate higher order thinking across disciplines. |

Standard 5: The teacher assesses and communicates learning results

| | N/A (0.000 pt) | Beginner (1.000 pt) | Developing (2.000 pts) | Target (3.000 pts) | Advanced (4.000 pts) |
|--|----------------|---|--|---|---|
| 5.1 Uses pre-assessments (1.000, 33%) | | Fails to conduct pre-assessments. | Conducts pre-assessments however assessments do not align with instructional objectives. | Conducts pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge. | Conducts a variety of pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge for all students. |
| 5.2 Uses formative assessments (1.000, 33%) | | Fails to use formative assessments to determine student progress or to guide instruction. | Uses formative assessments aligned to instructional objectives to determine student progress but not to guide instruction. | Uses formative assessments aligned to instructional objectives to determine student's progress and guide instruction. | Uses a variety of formative assessments aligned to instructional objectives to determine each student's progress and guide instruction and provides feedback to students. |
| 5.3 Uses summative assessments (1.000, 33%) | | Fails to consider summative assessments aligned to instructional objectives. | Uses summative assessments partially aligned to instructional objectives. | Uses summative assessments aligned to instructional objectives to determine student achievement to guide future instruction. | Uses a variety of summative assessments aligned to instructional objectives to determine each student's achievement and guide future instruction. |

Standard 6: The teacher demonstrates the implementation of technology

| | N/A (0.000 pt) | Beginner (1.000 pt) | Developing (2.000 pts) | Target (3.000 pts) | Advanced (4.000 pts) |
|--|----------------|--|--|--|---|
| 6.1 Uses available technology to design and plan instruction (1.000, 20%) | | Fails to use appropriate technological resources to design and plan instruction. | Uses appropriate technological resources to design and plan instruction. | Uses appropriate technological resources to design and plan instruction for all students | Uses multiple, appropriate technological resources to efficiently design and plan instruction for all students, and to support and extend learning. |
| 6.2 Uses available technology to | | Fails to use appropriate technological resources to implement instruction. | Uses appropriate technological resources to implement instruction. | Uses appropriate technological resources to implement | Uses multiple, appropriate technological resources to |

| implement instruction that facilitates student learning (1.000, 20%) | | | | effective instruction for all students. | implement effective instruction for all students. |
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| 6.3 Integrates student use of available technology into instruction (1.000, 20%) | | Fails to integrate student use of available technology into instruction. | Integrates student use of technology into instruction to meet learning outcomes. | Integrates student use of technology into instruction to meet learning outcomes and diverse student needs. | Integrates varied and authentic opportunities for student use of technology into instruction to meet learning outcomes and diverse student needs, and to extend their learning. |
| 6.4 Uses available technology to assess and communicate student learning (1.000, 20%) | | Fails to use technology for assessment and/or communication of student learning. | Uses available technology for assessment and the communication of student learning results. | Uses available technology to facilitate assessment, manage assessment data and communicate results to students. | Uses available technology to facilitate assessment, manage assessment data and communicate results to students and other stakeholders. |
| 6.5 Demonstrates ethical and legal use of technology (1.000, 20%) | | Fails to demonstrate ethical and/or legal use of technology. | Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom. | Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom. | Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and explicitly instructs students on ethical and legal use of technology. |

Standards

- ACEI-2007.1** Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- ACEI-2007.2.1** Reading, Writing, and Oral Language--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
- ACEI-2007.3.1** Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
- ACEI-2007.3.4** Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
- ACEI-2007.4** Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- CAEP-2013 (rev).2** Standard 2. Clinical Partnerships and Practice The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.
- CAEP-2013.1** Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools: This standard addresses what teacher candidates and other school professionals should know be able to do to work effectively in today's schools. The education preparation provider (EPP) must provide evidence of candidate performance on multiple assessments of their knowledge, skills, and professional dispositions related to the indicators below. The evidence must show that candidates and completers have a positive impact on P-12 student learning, which is the ultimate proof of teaching effectiveness.
- CAEP-ACC-2013.4** The provider demonstrates the impact of its completers on student learning and development and the satisfaction of its completers with the relevance and effectiveness of their preparation
- INTASC-2010.4** Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
- INTASC-2010.5** Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
- INTASC-2010.6** Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.
- INTASC-2010.8** Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
- KY-KTS-08.1** THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
- KY-KTS-08.2** THE TEACHER DESIGNS AND PLANS INSTRUCTION: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.3** THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.4** THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient

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| KY-KTS-08.5.1 | individuals, become responsible team members, think and solve problems, and integrate knowledge. |
| KY-KTS-08.5.2 | Uses pre-assessments. |
| KY-KTS-08.5.3 | Uses formative assessments. |
| KY-KTS-08.6.1 | Uses summative assessments. |
| KY-KTS-08.6.2 | Uses available technology to design and plan instruction. |
| KY-KTS-08.6.5 | Uses available technology to implement instruction that facilitates student learning. |
| KY-KTS-08.8.3 | Demonstrates ethical and legal use of technology. |
| | Implements planned activities that enhance student learning and engage all parties. |

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