

### Digital Recording Observation Form

*Adapted from KTIP/TPA Intern Performance Record – Standards 1, 2, 3*

<b>Standard 1: The Teacher Demonstrates Applied Content Knowledge</b> – The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.		
Demonstrated	Partially	Not Demonstrated
<b>1.1 Communicates concepts, processes and knowledge</b>		
Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students OR overlooks student misconceptions	Inaccurately and ineffectively communicates concepts, processes and knowledge
<b>1.1 comments:</b>		
<b>1.2 Connects content to life experiences of students</b>		
Effectively connects MOST content, procedures, and activities with relevant life experiences of students	Connects SOME content, procedures, and activities with relevant life experiences of students	RARELY or NEVER connects content, procedures, and activities with relevant life experiences
<b>1.2 comments:</b>		
<b>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning</b>		
Demonstrates instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	Demonstrates instructional strategies that are SOMEWHAT appropriate for the content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for the content and processes of the lesson OR make NO contribution to student learning
<b>1.3 comments:</b>		
<b>1.4 Guides students to understand content from various perspectives</b>		
REGULARLY provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	SOMETIMES provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	RARELY or NEVER provides opportunities and guidance for students to . . .
<b>1.4 comments:</b>		

<b>Standard 2: The Teacher Creates and Maintains Learning Climate</b> – 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.		
Demonstrated	Partially	Not Demonstrated
<b>2.1 Communicates high expectations</b>		
Sets significant and challenging outcomes for students AND verbally/nonverbally communicates confidence in students' abilities to achieve these outcomes	Sets significant and challenging outcomes for students BUT does not communicate confidence in students' abilities to achieve these outcomes	Does not set significant and challenging outcomes for students AND does not communicate confidence in students' . . .
<b>2.1 comments:</b>		
<b>2.2 Establishes a positive learning environment</b>		
Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful of students	Makes efforts to establish standards of conduct, and monitor and respond to student behaviors, BUT efforts are ineffective and/or inappropriate	Does not establish clear expectations for student conduct, AND does not effectively monitor behavior, AND does not appropriately respond to behavior
<b>2.2 comments:</b>		
<b>2.3 Values and supports student diversity and addresses individual needs</b>		
Consistently supports student diversity and addresses individual needs using a VARIETY of strategies and methods	Inconsistently supports student diversity and addresses individual needs OR uses a LIMITED repertoire of strategies and methods	Makes LITTLE or NO attempt to respond to student diversity and individual needs – tends to use a "one size fits all" approach

<b>2.3 comments:</b>		
<b>2.4 Fosters mutual respect between teacher and students and among students</b>		
Consistently treats all students with respect and concern AND monitors student interactions to encourage students to treat each other with respect and concern	Inconsistently treats all students with respect and concern OR does not monitor students	Does not treat all students with respect and concern AND does not monitor students
<b>2.5 Provides a safe environment for learning</b>		
Creates a classroom environment that is BOTH emotionally and physically safe for all students	Creates a classroom environment that is physically safe for all students BUT is inconsistent in ensuring a safe emotional environment for all students	Fails to create an emotionally AND physically safe environment for students
<b>2.4 and 2.5 comments:</b>		

<b>Standard 3: The Teacher Implements and Manages Instruction</b> – The teacher introduces/implements/manages 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.		
<b>Demonstrated</b>	<b>Partially</b>	<b>Not Demonstrated</b>
<b>3.1 Uses a variety of instructional strategies that engage students in active learning aligned with learning outcomes</b>		
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning outcomes	Uses a variety of instructional strategies that engage students throughout the lesson on tasks BUT are not aligned with learning outcomes OR tasks are aligned with learning outcomes BUT do not keep students engaged	Uses instructional strategies that do not engage students AND are not aligned with learning outcomes
<b>3.1 comments:</b>		
<b>3.2 Implements planned instruction based on diverse student needs and assessment data</b>		
Implements planned instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances if needed	Implements planned instruction based on diverse student needs and assessment data BUT does not adapt instruction to unanticipated circumstances	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances
<b>3.2 comments:</b>		
<b>3.3 Uses time effectively</b>		
Establishes EFFICIENT procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is MINIMAL loss of instructional time	Establishes SOMEWHAT efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is SOME UNNECESSARY loss of instructional time	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work resulting in significant loss of instructional time
<b>3.4 Uses space and materials effectively</b>		
Uses classroom space AND materials effectively to facilitate student learning	Uses classroom space but not materials to effectively facilitate student learning OR uses materials but not classroom space to effectively facilitate student learning	Fails to effectively use classroom space AND materials to facilitate student learning
<b>3.3 and 3.4 comments:</b>		
<b>3.5 Implements and manages instruction in ways that facilitate higher order thinking</b>		
MOST instruction includes higher order thinking	SOME instruction includes higher order thinking	LITTLE or NO instruction includes higher order thinking
<b>3.5 comments:</b>		

Name \_\_\_\_\_

Date \_\_\_\_\_