



College of Education

CED 499 Observation Instrument (used by CT &CE)

Date of Observation:

Last Name (Candidate):

First Name (Candidate):

Candidate ID Number:

Last Name (Cooperating Teacher):

First Name (Cooperating Teacher):

P – 12 School:

Grade Level:

Birth to Preschool

Elementary (K-5)

Middle Grades (5-9)

Secondary (9-12)

Program Major:

Indicators 1.1 - 1.5

KTS 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

"Candidate must be scored on every indicator by the final observation. Candidate must achieve an **OVERALL HOLISTIC SCORE** of three (3) for each KTS standard."

Response Legend: 1 = EMERGING 2 = DEVELOPING 3 = COMPETENT 4 = EXEMPLARY					
	1	2	3	4	N/A
1.1 COMPETENT: Accurately communicates an understanding of concepts, processes, knowledge, and/or academic language in ways that capture key ideas in the discipline, guide learners through learning progressions, and promote learners' achievement of content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 COMPETENT: Effectively connects content to students' relevant life experiences, interdisciplinary themes, or authentic local or global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 COMPETENT: Uses a range of developmentally (culturally, linguistically) appropriate instructional strategies that are clearly appropriate for the content and processes of the lesson and contribute to the learning of students (e.g., providing multiple models/ representations of concepts and skills; stimulating discussion that serves varied purposes; promoting metacognitive processes, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 COMPETENT: Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 COMPETENT: Identifies misconceptions related to content and addresses them during planning and guides learners to accurate conceptual understanding during instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KTS 1 OVERALL HOLISTIC SCORE:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Indicators 2.1 – 2.6

KTS 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

"Candidate must be scored on every indicator by the final observation. Candidate must achieve an **OVERALL HOLISTIC SCORE** of three (3) for each KTS standard."

Response Legend: 1 = EMERGING 2 = DEVELOPING 3 = COMPETENT 4 = EXEMPLARY					
	1	2	3	4	N/A
2.1 COMPETENT: Develops learning objectives that reflect key concepts of the discipline, are aligned with local or state standards, and that reflect rigorous academic expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 COMPETENT: Plans and designs instruction that is based on contextual (i.e., student, community, and/or cultural) and pre-assessment data, choosing appropriate strategies and accommodations, resources, and/or materials to differentiate instruction for groups of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 COMPETENT: Designs rigorous assessments that accurately measure student performance on each objective, minimize bias that could distort assessment results, and guide planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.4 COMPETENT: Plans a learning sequence (including digital tools and resources), building on students' prior knowledge and using differentiated instructional activities and strategies that align with relevant learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 COMPETENT: Plans developmentally appropriate instructional strategies and activities that facilitate multiple levels of learning and that require higher order thinking (e.g., analyzing complexities of issues/questions from varied disciplines; fostering innovation and problem solving in local/global contexts; applying content knowledge to real world problems; stimulating critical and creative thinking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.6 COMPETENT: Develops learners' informal and formal communication skills in disciplinary contexts by creating meaningful opportunities to employ communication that addresses a specific audience and purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KTS 2 OVERALL HOLISTIC SCORE:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Indicators 3.1 – 3.7

KTS 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

"Candidate must be scored on every indicator by the final observation. Candidate must achieve an OVERALL HOLISTIC SCORE of three (3) for each KTS standard."

Response Legend: 1 = EMERGING 2 = DEVELOPING 3 = COMPETENT 4 = EXEMPLARY					
	1	2	3	4	N/A
3.1 COMPETENT: Sets significant and challenging learning and behavior expectations for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives and responsiveness to differing backgrounds and perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 COMPETENT: Establishes standards of conduct, demonstrates awareness, responds appropriately and respectfully to all students, and promotes meaningful peer interactions to establish positive, purposeful learning climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 COMPETENT: Uses a variety of developmentally appropriate strategies and methods to support student diversity by addressing individual needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 COMPETENT: Fosters mutual respect between teacher and students and among students by communicating verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and different perspectives learners bring to the learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5 COMPETENT: Creates a supportive and positive classroom climate that is both emotionally and physically safe for all students and is conducive to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6 COMPETENT: Designs instructional plans that demonstrate understanding of how learners construct knowledge, acquire skills, and develop disciplined thinking processes and that respond to the learners' growth and developmental needs (i.e., cognitive, affective, social, behavioral, psychomotor, and/or moral)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.7 COMPETENT: Implements research-based practices, strategies, and resources (including digital tools) to address needs of diverse learners, including students with disabilities, students who are gifted, and English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KTS 3 OVERALL HOLISTIC SCORE:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Indicators 4.1 – 4.5

KTS 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

"Candidate must be scored on every indicator by the final observation. Candidate must achieve an OVERALL HOLISTIC SCORE of three (3) for each KTS standard."

Response Legend: 1 = EMERGING 2 = DEVELOPING 3 = COMPETENT 4 = EXEMPLARY					
	1	2	3	4	N/A
4.1 COMPETENT: Uses a variety of cognitively engaging instructional techniques within the context of a learning sequence (including digital tools and resources), building on students' prior knowledge, and using differentiated instructional strategies to align with learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 COMPETENT: Implements and adapts instruction (to respond to students' diverse learning strengths and needs) based on contextual information and assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 COMPETENT: Manages the resource of time by establishing 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 COMPETENT: Uses classroom space and a variety of instructional materials/resources (e.g., specialized assistance, support services, and technologies) to promote accessibility and relevance for learners and to support student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 COMPETENT: Implements and manages developmentally appropriate instructional strategies and activities that facilitate multiple levels of learning and that require higher order thinking (e.g., analyzing complexities of issues/questions from varied disciplines; fostering innovation and problem solving in local/global contexts; applying content knowledge to real world problems; stimulating critical and creative thinking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KTS 4 OVERALL HOLISTIC SCORE:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Indicators 5.1 – 5.2 & 5.4 – 5.6

KTS 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

"Candidate must be scored on every indicator by the final observation. Candidate must achieve an OVERALL HOLISTIC SCORE of three (3) for each KTS standard."

Response Legend: 1 = EMERGING 2 = DEVELOPING 3 = COMPETENT 4 = EXEMPLARY					
	1	2	3	4	N/A
5.1 COMPETENT: Uses student baseline data from aligned preassessments to identify each student's developmental learning needs and develop differentiated learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 COMPETENT: Uses aligned formative assessments that accurately measure student performance on each objective, provides feedback to learners, and adjusts instruction to meet students' learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4 COMPETENT: Describes, analyzes, and evaluates student performance data to determine student progress on instructional goals, identify differences among student groups, and inform instructional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5 COMPETENT: Communicates to students and parents in a timely manner the progress that students are making toward goals, including evidence of student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6 COMPETENT: Provides on-going opportunities for students to assess and reflect on their own performance, using descriptive feedback, in order to identify strengths and areas for future learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KTS 5 OVERALL HOLISTIC SCORE:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Indicators 6.1 – 6.3 & 6.5

KTS 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

"Candidate must be scored on every indicator by the final observation. Candidate must achieve an **OVERALL HOLISTIC SCORE** of three (3) for each KTS standard."

Response Legend: 1 = EMERGING 2 = DEVELOPING 3 = COMPETENT 4 = EXEMPLARY					
	1	2	3	4	N/A
6.1 COMPETENT: Uses current and emerging digital tools to design and plan instruction or assessments that support and extend learning of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2 COMPETENT: Designs/identifies and implements appropriate research-based, technology-embedded instructional strategies to support learning of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3 COMPETENT: Integrates varied and authentic digital-age learning experiences so that students use appropriate contemporary technology tools and resources that address their diverse learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.5 COMPETENT: Advocate and teach safe, legal and ethical use of digital information and technology, maintaining a safe, secure classroom environment to extend the possibilities for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KTS 6 OVERALL HOLISTIC SCORE:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Indicators 7.1 – 7.2

KTS 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

"Candidate must be scored on every indicator by the final observation. Candidate must achieve an **OVERALL HOLISTIC SCORE** of three (3) for each KTS standard."

Response Legend: 1 = EMERGING 2 = DEVELOPING 3 = COMPETENT 4 = EXEMPLARY					
	1	2	3	4	N/A
7.1 COMPETENT: Reflects upon and accurately evaluates student learning, providing examples and/or citing relevant and accurate student performance data to determine patterns and/or gaps in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2 COMPETENT: Uses relevant and accurate performance data to conduct an analysis and evaluation of instructional practices to inform future teaching and scaffold the next level of student development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KTS 7 OVERALL HOLISTIC SCORE:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Indicators 8.1 – 8.4

KTS 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

"Candidate must be scored on every indicator by the final observation. Candidate must achieve an **OVERALL HOLISTIC SCORE** of three (3) for each KTS standard."

Response Legend: 1 = EMERGING 2 = DEVELOPING 3 = COMPETENT 4 = EXEMPLARY					
	1	2	3	4	N/A
8.1 COMPETENT: Takes an active role in describing and reflecting upon student data, identifying students whose learning is enhanced by collaboration through joint decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2 COMPETENT: Designs a plan that involves joint decision making, accountability, and ongoing communication with stakeholders to promote learner growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.3 COMPETENT: Implements planned activities that involve joint decision-making, accountability, and communication with stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.4 COMPETENT: Analyzes student learning data to evaluate the outcomes of collaboration and to guide planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KTS 8 OVERALL HOLISTIC SCORE:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Indicators 9.1

KTS 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

"Candidate must be scored on every indicator by the final observation. Candidate must achieve an **OVERALL HOLISTIC SCORE** of three (3) for each KTS standard."

Response Legend: 1 = EMERGING 2 = DEVELOPING 3 = COMPETENT 4 = EXEMPLARY					
	1	2	3	4	N/A
9.1 COMPETENT: Accurately self-assess and identifies priority growth areas and strengths on the professional standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KTS 9 OVERALL HOLISTIC SCORE:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Enter the DATE of the post observation conference with the Candidate:

Enter the DATE of the post observation conference between Cooperating Teacher and Clinical Educator:

Comments:

What area(s) of GROWTH did you identify?

What area(s) of STRENGTHS did you identify?

Additional Comments: