

APPENDIX D: KTIP DOCUMENTATION
TASK A1

Component I: Classroom Teaching Task A-1: Teaching and Learning Context		
<p>Complete once prior to Cycle 1 observations to describe your teaching and learning context. If the teaching environment changes significantly, e.g., new school, change in classroom placement configuration, change in grade or courses taught, you will need to complete this form again.</p>		
Intern Name:		Date:
Content Areas:	Grade Level(s):	Daily average number of students taught:
<p><u>School Instructional Goals:</u></p> <p>Analyze major school instructional goals, and briefly describe your anticipated contribution. Work with your resource teacher, colleagues, principal, or other school personnel to help identify these goals.</p> <p>(Multiple sources of data should include faculty meeting notes, Comprehensive School Improvement Plan, School-Based Decision Making Council minutes, continuous assessment data, content literacy plans, and other sources of data— e.g., Program Review process being developed.)</p>		
<p><u>Resource/Assistance</u></p> <p>Develop (conduct) an inventory of available resources and assistance. (Possible examples: technology, parent involvement, supplies, and human resources available to you.)</p> <p>Describe how you will utilize resources to implement school and instructional goals:</p>		
<p><u>Critical Student Characteristics or Attributes</u></p> <p>a. Using appropriate student achievement and demographic data, identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. (In developing your response, you may need to examine characteristics such as differences in culture, language, and learning styles as well as differences in developmental levels and achievement levels.</p> <p>b. Based on the diversities you've described in a above develop a profile for three specific students in your class(es) that you teach during your school day. See KTIP Completed Tasks Examples for a sample.</p> <p>One student struggling to meet lesson objectives or targets:</p> <p>One student meeting lesson objectives or targets:</p>		

One student exceeding lesson objectives or targets:

Your committee members will review and evaluate your performance on this task using **STANDARD 1: The teacher demonstrates content knowledge** and **STANDARD 2: The teacher designs and plans instruction.**

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Task A-2: Lesson Plan

Lesson Alignment to Unit

Respond to the following items:

- a) Identify essential questions and/or unit objective(s) addressed by this lesson.

- b) Connect the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.

- c) Describe students' prior knowledge or focus of the previous learning.

- d) Describe summative assessment(s) for this particular unit and how lessons in this unit contribute to the summative assessment.

- e) Describe the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson of the unit.

- f) Pre-Assessment: Describe your analysis of pre-assessment data used in developing lesson objectives learning targets (Describe how you will trigger prior knowledge).

Lesson Objectives/ Learning Targets	Assessment	Instructional Strategy/Activity
Objective/target:	Assessment description:	Strategy/Activity:
Objective/target:	Assessment description: Assessment Accommodations:	Strategy/Activity: Activity Adaptions: Media/technologies/resources:

Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to describe the who, what, when, and where of the instructional strategies and activities.)

See Appendix C on page 55 for an example of a technology template available for technology planning.

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Task C: Lesson Analysis and Reflection

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

1. Explain how you determined the levels of student performance on your objective(s) learning targets. Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep? What would you change?)

2. For each lesson objective/learning target, sort the student performance into three categories:

- a) Below criteria _____ # of students
- b) Meeting criteria _____ # of students
- c) Exceeding criteria _____ # of students

3. For each category, describe the students' strengths **and** learning needs:

- a) Below criteria
- b) Meeting criteria
- c) Exceeding criteria

4. Reflect on the following:

- a) How effective was your instruction based on analysis of student performance identified in number 2 above?
- b) What new professional learning and resources could help you increase your instructional effectiveness?
- c) Describe patterns in student performance. How will these patterns be used in planning and instruction?

5. For each category of students, how will you differentiate instruction?

- a) Below criteria
- b) Meeting criteria
- c) Exceeding criteria

6. Describe how you communicate continuous progress with students and parents/caregivers (other than school grade reporting).

Indicate which of the following Co-Teaching Strategies (see p 46) is/are used during this lesson and explain how this was implemented and why this is appropriate.

Strategy _____

Implementation: