KYAE Classroom Observation Tool

Date of Observation_____ Program/Site_____ County_____ Number of Learners Present_____

Time In_____ Time Out _____ Subject Observed _____ Name of Instructor _____

3 = Evident; 2 = Somewhat Evident; 1 = Not Observed

Category	Indicator	Score 3	2	1	Evidence
A Lesson content is based on standards and learner goals (TC 2.2)	1. Teaching and learning are focused on a targeted set of standards that builds on their natural connections. (TC 2.2.1)				
	2. The lesson has an explicit, standards-based objective and purpose, stated in terms of the desired student learning outcomes. (TC 2.2.2)				
	3. Students use level-appropriate resources and materials directly related to the targeted standards. (TC 2.2.4 & 3.2.3)				
	4. Lesson content connects to learners' goals, interests, or needs, and is applicable to their lives. (TC 2.1.1)				
	5. Students are made aware of the connections among the content and objectives of current, previous and subsequent lessons throughout and at the close of the lesson. (TC 2.2.3)				
B Lesson delivery engages students (TC 2.3)	1. Lesson is communicated clearly with regard to directions, content, questions, and evaluations of student work and ideas. (TC 2.3.5)				
	2. Lesson delivery is varied in presentation, instructional activities, and examples to improve classroom interaction, student engagement, conceptual understanding and skill development. (TC 2.3.5 & 2.3.4)				
	3. Students have various opportunities (beyond worksheets) to apply new learning in authentic or practical adult-oriented contexts. (TC 2.3.1)				
	4. Students have appropriate hands-on opportunities to interact with computers, the Internet, and other digital media. (TC 2.4.2)				
	5. Students are consistently or often given appropriate wait time (3 or more seconds) before being prompted for a response to a question. (TC 2.3.6)				
C Learning is monitored and instruction adapted (TC 1.3)	1. Student understanding is consistently checked throughout the lesson through informal yet deliberate methods used by the instructor (e.g., walks around the room to check on students' work, monitors verbal responses, etc.). (TC 1.3.1)				
	2. Instruction is adjusted according to students' demonstration of understanding (e.g. re-presenting, re-teaching, modeling, etc.). (TC 1.4.3)				
	3. Students are often given prompt, specific feedback to correct misunderstandings and reinforce learning. (TC 1.3.2 & 2.3.5)				
	4. Struggling learners, as well as learners who would benefit from extra challenges, have opportunities for				

		Score			Evidence
		3	2	1	
	supplemental activities and materials that meet their needs. (TC 1.4.1)				
	5. Students evaluate and reflect on what they learned and how they learned it. (TC 1.3.4)				
D **Learning engages students in higher-order thinking** (TC 2.3.2)	1. Relevant, thought-provoking questions are posed to stimulate student thinking beyond recall in order to engage learners in inquiry, challenging their own assumptions and encouraging problem-solving. (TC 2.3.1)				
	2. Students are consistently expected to elaborate on and justify their responses. (TC 2.5.2)				
	3. Students participate in activities that require suspending judgment, coming to consensus, discussing alternatives, prioritizing, negotiating, problem-solving, evaluating, and other skills. (TC 2.5.1)				
	4. Students are encouraged to voice ideas and opinions without fear of negative consequences. (TC 2.1.2)				
	5. All or most students display persistence with challenging tasks. (TC 3.1 & 3.1.3)				

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E **Lesson is contextualized to equip students with the skills and dispositions needed for workforce success** (TC 2.5.3)	1. Classroom activities include opportunities to learn and practice the Employability Standards listed in the lesson plan. (TC 2.2, 2.2.1, & 2.2.2)				
	2. Students work in pairs or small groups on assignments, projects or presentations to model professionalism in workplace communication. (TC 2.3.4)				
	3. The instructor explicitly models and explains how the selected Employability Standards relate to the academic content and prepares students for job opportunities in their local communities. (TC 1.2.2, 2.1.1, & 2.3.5)				
	4. Instruction includes examples of how one or more of the Employability Standards apply to jobs in the local community. (TC 2.5.3)				
	5. Lesson culminates with an opportunity for student reflection of how they will apply employability skills outside of the classroom. (TC 1.3.4 & 3.3.2)				

RLA Lesson Indicators (CCR SIA English)	Score			Evidence
	3	2	1	
1. Lesson clearly reflects the concepts and skills of a mixture of CCR reading, writing, speaking and listening, and language standards.				
2. A majority of class time is spent reading, writing, or speaking directly about a text or multiple texts.				
3. The text(s) central to the lesson displays exceptional craft and thought and/or provides useful information.				
4. Questions and tasks consistently or often stimulate student thinking beyond recall and ask them to draw evidence from the text(s) to support their ideas and inferences.				
5. Questions are sequenced to support students' delving deeper into text(s) to build their understanding of the big ideas and key information from the text(s).				

Mathematics Lesson Indicators (CCR SIA Math)	Score			Evidence
	3	2	1	
1. Students engage in Standards for MP that are central to the goals of the lesson and connected with the targeted content.				
2. The lesson targets one or more aspects of rigor (conceptual understanding, procedural skill and fluency, or application), as appropriate for the addressed standard(s). Mark the aspect(s) of rigor the lesson addresses: ☐Conceptual Understanding ☐Procedural Skill and Fluency ☐Application				

3. Students are presented with high-quality, challenging questions and problems that prompt them to discuss their developing thoughts about the lesson content.				
4. Mathematical concepts are made explicit through explanation, modeling and/or examples.				
5. Precision is demonstrated and expected regarding mathematical calculations, terminology, symbols, graphs, etc.				