Utah Teaching Observation Tool

Teacher:	Time:	Lesson/Activity:	Date of Observation:

Standard 4: Content Knowledge

4.1	Emerging & Minimally Effective	Effective	Highly Effective
Bases instruction on accurate content knowledge using multiple representations of concepts. (4a, 4c, 4d, 7c)	☐ Demonstrates content knowledge in the teaching assignment. ☐ Teaches basic concepts of the discipline.	**…and** ☐ Uses multiple representations and explanations of concepts to deepen learners' understanding. ☐ Designs learning experiences to explicitly teach methods of inquiry and problem-solving. ☐ Models and expects learners to evaluate, create, and think critically about the content. ☐ Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning.	**…and** ☐ Pursues opportunities to learn new developments in the discipline and continually deepens content knowledge. ☐ Applies knowledge of subject beyond the content. ☐ Motivates learners to extend and share their own knowledge beyond core content. ☐ Anticipates possible learner misunderstandings and proactively mitigates concerns.
4.2 Supports students in learning and using academic language accurately and meaningfully.	☐ Uses the vocabulary of the discipline accurately.	**…and** ☐ Models and teaches the language of the discipline. ☐ Designs learning experiences that require learners to correctly use and meaningfully apply the language of the discipline.	**…and** ☐ Stays current on emerging research and vocabulary specific to the discipline and incorporates in into instruction. ☐ Collaborates with colleagues to update academic language.

Lines of Evidence: *What of lines of evidence can I collect?*	**Keepers:** **Polishers:**

After Drop-In Reflection: *What did I do well that I will continue?* *How can I become highly effective in Standard 4: Content Knowledge?*	**Goal Setting**: *What is one thing I want to improve in Standard 4: Content Knowledge*