Assessment 4 Rubric for Videotaped Lesson Assignment

KSDE Standard 5: When completing the videotaped lesson assignment, the candidate will demonstrate knowledge and skill in promoting learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Lesson #1: Lesson Evaluation** | When completing the videotaped lesson assignment, the candidate does not show understanding of or skills related to:  
  - The identification, preparation, organization, and presentation of teaching materials to implement lesson plans  
  - Creating a safe, equitable, positive, and supportive learning environment that encourages self-advocacy, independence, and educational productivity; is supportive of diversity and alleviates environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs  
  - Designing and managing learning environments that enable learners to participate actively in a variety of individual and group learning activities  
  - Using local, community, state, and national resources to assist in programming for students who are likely to make progress in the general education curriculum  
  - Using strategies and techniques to facilitate the effective inclusion of students with adaptive learning needs in the least restrictive environments as well as teaches these students in a variety of educational settings | When completing the videotaped lesson assignment, the candidate shows acceptable understanding of or skills related to:  
  - The identification, preparation, organization, and presentation of teaching materials to implement lesson plans  
  - Creating a safe, equitable, positive, and supportive learning environment that encourages self-advocacy, independence, and educational productivity; is supportive of diversity and alleviates environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs  
  - Designing and managing learning environments that enable learners to participate actively in a variety of individual and group learning activities  
  - Using local, community, state, and national resources to assist in programming for students who are likely to make progress in the general education curriculum  
  - Using strategies and techniques to facilitate the effective inclusion of students with adaptive learning needs in the least restrictive environments as well as teaches these students in a variety of educational settings | When completing the videotaped lesson assignment, the candidate consistently shows detailed understanding of or skills related to:  
  - The identification, preparation, organization, and presentation of teaching materials to implement lesson plans  
  - Creating a safe, equitable, positive, and supportive learning environment that encourages self-advocacy, independence, and educational productivity; is supportive of diversity and alleviates environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs  
  - Designing and managing learning environments that enable learners to participate actively in a variety of individual and group learning activities  
  - Using local, community, state, and national resources to assist in programming for students who are likely to make progress in the general education curriculum  
  - Using strategies and techniques to facilitate the effective inclusion of students with adaptive learning needs in the least restrictive environments as well as teaches these students in a variety of educational settings |        |
| **Lesson #1: Assessment Report** | When completing the videotaped lesson assignment, the candidate does not show understanding of or skills related to:  
  - Use evaluation, planning, and management procedures to match learner needs with instructional environments and methods  
  - Designing, managing, and evaluating learning environments to assure the use effective teaching procedures and daily routines to support the learning of students with adaptive learning needs  
  - Write a professional assessment report with the required sections (e.g., instructional goal) | When completing the videotaped lesson assignment, the candidate shows acceptable understanding of or skills related to:  
  - Use evaluation, planning, and management procedures to match learner needs with instructional environments and methods  
  - Designing, managing, and evaluating learning environments to assure the use effective teaching procedures and daily routines to support the learning of students with adaptive learning needs  
  - Write a professional assessment report with the required sections (e.g., instructional goal) | When completing the videotaped lesson assignment, the candidate consistently shows detailed understanding of or skills related to:  
  - Use evaluation, planning, and management procedures to match learner needs with instructional environments and methods  
  - Designing, managing, and evaluating learning environments to assure the use effective teaching procedures and daily routines to support the learning of students with adaptive learning needs  
  - Write a professional assessment report with the required sections (e.g., instructional goal) |        |

KSDE Standard 5: P1, 2-8, 12

(0 to 15 points) (16 to 18 points) (19 to 20 points) Subtotal: ___/20
| KSDE Standard 5: P2, 5 | Lesson #1: Professional Reflection | When completing a professional reflection, the candidate does not show understanding of:  
- Research concerning best practices to manage the classroom effectively for teaching and learning  
- Theories, methods, techniques, and behavioral rules for managing, teaching, and learning  
- Use of technology to plan and manage teaching and learning environments  
- Ways to create learning environments that allow students to retain and appreciate their own and each other’s respective language and cultural heritage  
- Common environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs  | using appropriate terminology and appropriate voicing as well as no mechanical or grammatical errors.  
(9 to 15 points) | Subtotal: __/20 |
| KSDE Standard 5: K1-3, 5, 7 | Lesson #2: Lesson Evaluation | When completing the videotaped lesson assignment, the candidate does not show understanding of or skills related to:  
- The identification, preparation, organization, and presentation of teaching materials to implement lesson plans  
- Creating a safe, equitable, positive, and supportive learning environment that encourages self-advocacy, independence, and educational productivity; is supportive of diversity and alleviates environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs  
- Designing and managing learning environments that enable learners to participate actively in a variety of individual and group learning activities  
- Using local, community, state, and national resources to assist in programming for students who are likely to make progress in the general education curriculum  | using appropriate terminology and appropriate voicing as well as no mechanical or grammatical errors.  
(16 to 18 points) | Subtotal: __/20 |
| | | When completing the videotaped lesson assignment, the candidate shows acceptable understanding of:  
- Research concerning best practices to manage the classroom effectively for teaching and learning  
- Theories, methods, techniques, and behavioral rules for managing, teaching, and learning  
- Use of technology to plan and manage teaching and learning environments  
- Ways to create learning environments that allow students to retain and appreciate their own and each other’s respective language and cultural heritage  
- Common environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs  | using appropriate terminology and appropriate voicing as well as no mechanical or grammatical errors.  
(19 to 20 points) | Subtotal: __/20 |

When completing a professional reflection, the candidate shows acceptable understanding of:  
- Research concerning best practices to manage the classroom effectively for teaching and learning  
- Theories, methods, techniques, and behavioral rules for managing, teaching, and learning  
- Use of technology to plan and manage teaching and learning environments  
- Ways to create learning environments that allow students to retain and appreciate their own and each other’s respective language and cultural heritage  
- Common environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs  When completing a professional reflection, the candidate consistently shows detailed understanding of:  
- Research concerning best practices to manage the classroom effectively for teaching and learning  
- Theories, methods, techniques, and behavioral rules for managing, teaching, and learning  
- Use of technology to plan and manage teaching and learning environments  
- Ways to create learning environments that allow students to retain and appreciate their own and each other’s respective language and cultural heritage  
- Common environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs  Using strategies and techniques to facilitate  
Using local, community, state, and national resources to assist in programming for students who are likely to make progress in the general education curriculum  
Designing and managing learning environments that enable learners to participate actively in a variety of individual and group learning activities  
Using strategies and techniques to facilitate  
Using appropriate terminology and appropriate voicing as well as no mechanical or grammatical errors.  
(0 to 15 points)  
(6 to 8 points)  
(9 to 10 points)  
Subtotal:__/10
| KSDE Standard 5: P1, 2-8, 12 | the effective inclusion of students with adaptive learning needs in the least restrictive environments as well as teaches these students in a variety of educational settings (0 to 15 points) | the effective inclusion of students with adaptive learning needs in the least restrictive environments as well as teaches these students in a variety of educational settings (16 to 18 points) | the effective inclusion of students with adaptive learning needs in the least restrictive environments as well as teaches these students in a variety of educational settings (19 to 20 points) | Subtotal: /20 |
| Lesson #2: Assessment Report | When completing the videotaped lesson assignment, the candidate does not show understanding of or skills related to: Use evaluation, planning, and management procedures to match learner needs with instructional environments and methods Designing, managing, and evaluating learning environments to assure the use of effective teaching procedures and daily routines to support the learning of students with adaptive learning needs Write a professional assessment report with the required sections (e.g., instructional goal) using appropriate terminology and appropriate voicing as well as no mechanical or grammatical errors. | When completing the videotaped lesson assignment, the candidate shows acceptable understanding of or skills related to: Use evaluation, planning, and management procedures to match learner needs with instructional environments and methods Designing, managing, and evaluating learning environments to assure the use of effective teaching procedures and daily routines to support the learning of students with adaptive learning needs Write a professional assessment report with the required sections (e.g., instructional goal) using appropriate terminology and appropriate voicing as well as no mechanical or grammatical errors. | When completing the videotaped lesson assignment, the candidate consistently shows detailed understanding of or skills related to: Use evaluation, planning, and management procedures to match learner needs with instructional environments and methods Designing, managing, and evaluating learning environments to assure the use of effective teaching procedures and daily routines to support the learning of students with adaptive learning needs Write a professional assessment report with the required sections (e.g., instructional goal) using appropriate terminology and appropriate voicing as well as no mechanical or grammatical errors. | Subtotal: /20 |
| KSDE Standard 5: P2, 5 | When completing a professional reflection, the candidate does not show understanding of: Research concerning best practices to manage the classroom effectively for teaching and learning Theories, methods, techniques, and behavioral rules for managing, teaching, and learning Use of technology to plan and manage teaching and learning environments Ways to create learning environments that allow students to retain and appreciate their own and each other’s respective language and cultural heritage Common environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs | When completing a professional reflection, the candidate shows acceptable understanding of: Research concerning best practices to manage the classroom effectively for teaching and learning Theories, methods, techniques, and behavioral rules for managing, teaching, and learning Use of technology to plan and manage teaching and learning environments Ways to create learning environments that allow students to retain and appreciate their own and each other’s respective language and cultural heritage Common environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs | When completing a professional reflection, the candidate consistently shows detailed understanding of: Research concerning best practices to manage the classroom effectively for teaching and learning Theories, methods, techniques, and behavioral rules for managing, teaching, and learning Use of technology to plan and manage teaching and learning environments Ways to create learning environments that allow students to retain and appreciate their own and each other’s respective language and cultural heritage Common environmental and personal barriers that hinder accessibility and acceptance of students with adaptive learning needs | Subtotal: /20 |
| Lesson #2: Professional Reflection | | | |
| KSDE Standard 5: K1-3, 5, 7 | (0 to 6 points) | (7 to 8 points) | (9 to 10 points) | Subtotal: /10 |
| Summative Comments: | Unacceptable 0-79%
Acceptable 80-94%
Target 95-100% |
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<td></td>
<td>Total : ____/100</td>
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<tr>
<td></td>
<td>Percentage: ____%</td>
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