

Candidate's Name:	Evaluator's Signature:	Date:
Purpose of Instrument: The purpose of this instrument is to assess the	e candidate's ability to implement a lesson for the P-12 setting.	
Administration of Instrument: This rubric is implemented during cour	sework and field placements including methods and student teaching	; .
Criterion for Success: Candidates should score at least developing at C	CARDS 2 and score at least target at CARDS 3.	

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions	
	a. Maintains an emotionally and physically healthy and safe environment. KTPS 3; PGES Domain 2C					
	Fails to maintain an	Requires further development in	Incorporates some relevant	Incorporates a variety of relevant		
	emotionally and physically	maintaining an emotionally and	strategies to maintain an	strategies to maintain an		
	healthy and safe	physically healthy and safe	emotionally and physically	emotionally and physically healthy		
	environment.	environment.	healthy and safe environment.	and safe environment.		
.	b. Creates and maintains consistent routines and schedules that engage children and maximize learning. KTPS 1, 2, 3; PGES Domain 2C					
Environment	Fails to create and maintain	Creates routines and schedules	Creates and maintains	Purposefully creates and maintains		
l E	consistent routines and	that engage children, however,	consistent routines and	consistent routines and schedules		
ē	schedules that engage	they are not consistently	schedules that engage children	that engage all children and		
<u> </u>	children and maximize	maintained in order to maximize	and maximize learning for	maximize learning for all students.		
В	learning.	learning for all students.	students.			
i	c. Facilitates smooth transition	ns for children between activities. Kī	PS 3; PGES Domain 2C			
Learning	Fails to facilitate smooth	Attempts to facilitates transitions	Facilitates smooth transitions	Consistently, facilitates smooth		
Le	transitions for children	for children between activities,	for children between most	transitions for all children between		
ins	between activities.	however, transitions are awkward	activities.	activities.		
ıta		an inconsistent.				
Maintains	d. Creates and maintains individually appropriate, activity-based learning environments. KTPS 1, 2, 3; PGES Domain 2C,D,E					
	Fails to create and maintain	Makes some effort to create	Creates and maintains	Consistently creates and maintains		
8	individually appropriate,	individually appropriate, activity-	individually appropriate,	a variety of individually		
Create	activity-based learning	based learning environments, but	activity-based learning	appropriate, activity-based learning		
	environments.	has difficulty maintaining these	environments for children.	environments for all children.		
		activities.				
	e. Adapts environments to support children with special needs and disabilities. KTPS 1, 2, 3; PGES Domain 2A, B, C, D, E					
	Fails to adapt environments	Makes some effort to create	Creates and maintains	Consistently and effectively creates		
	to support children with	culturally responsive	culturally responsive	and maintains culturally responsive		
	special needs and disabilities.	environments to support all	environments to support all	environments to support all		
		children and families, however,	children and families.	children and families.		
		has difficulty maintaining.				

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions	
	f. Creates and maintains culturally responsive environments to support all children and families. KTPS 1, 2, 3, 10; PGES Domain 2A, B, C, D, E					
	Fails to create and maintain	Makes some effort to create	Creates and maintains culturally	Consistently and effectively		
	culturally responsive	culturally responsive	responsive environments to	creates and maintains culturally		
	environments to support all	environments to support all	support all children and	responsive environments to		
	children and families.	children and families, however, has difficulty maintaining.	families.	support all children and families.		
ا با	g. Creates, evaluates, and selec	cts technology, materials, and media	to enhance the learning environm	nent. KTPS 8; PGES Domain 2E		
en	Fails to create, evaluate, and	Makes some effort to create,	Creates, evaluates, and selects	Purposefully and effectively		
E	select technology, materials,	evaluate, and select technology,	technology, materials, and	creates, evaluates, and selects		
ē	and media to enhance the	materials, and media to enhance	media to enhance the learning	technology, materials, and media		
g Environment	learning environment.	the learning environment.	environment.	to enhance the learning environment.		
Maintains Learning						
eal	h. Uses appropriate, positive guidance techniques to foster children's self-regulation. KTPS 1, 2, 3; PGES 2D					
ls L	Fails to use appropriate,	Makes some effort to use	Uses appropriate, positive	Purposefully and effectively uses		
ai.	positive guidance techniques	appropriate, positive guidance	guidance techniques to foster	appropriate, positive guidance		
int	to foster children's self-	techniques to foster children's	children's self-regulation.	techniques to foster children's		
۲	regulation.	self-regulation, but is		self-regulation.		
∞		inconsistent.				
	i. Designs antecedent and consequent conditions to foster children's self-regulation and learning. KTPS 1, 2, 3; PGES Domain 2D					
Creates	Fails to design antecedent and	Makes some effort to design	Designs antecedent and	Effectively designs appropriate		
ວັ	consequent conditions to	antecedent and consequent	consequent conditions to foster	antecedent and consequent		
	foster children's self-	conditions to foster children's	children's self-regulation and	conditions to foster children's self-		
	regulation and learning.	self-regulation and learning.	learning.	regulation and learning.		
	j. Facilitates mutual respect among peers through cooperative and independent learning activities. KTPS 1, 2, 3; PGES Domain 2A					
	Fails to facilitate mutual	Makes some effort to design	Facilitates mutual respect	Purposefully and effectively		
	respect among peers through	antecedent and consequent	among peers through	facilitates mutual respect among		
	cooperative and independent	conditions to foster children's	cooperative and independent	peers through cooperative and		
	learning activities.	self-regulation and learning.	learning activities.	independent learning activities.		

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions	
	a. Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, state, and/or federal goals. KTPS 1, 4, 5, 7, 8; PGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E					
	Fails to implement developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, state, and/or federal goals.	Makes some effort to implement instructional strategies that meet the individual needs of each child.	Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	Effectively and consistently engages children in a variety of child-initiated and teacherfacilitated developmentally appropriate activities.		
	b. Implements instructional st	rategies that meet the individual nee	ds of each child. KTPS 1, 2, 4, 7; F	PGES Domains 1B, 1C, 1E, 3E		
	Fails to implement instructional strategies that meet the individual needs of each child.	Makes some effort to implement instructional strategies that meet the individual needs of each child.	Implements instructional strategies that meet the individual needs of each child.	Effectively implements a variety of instructional strategies that meet the individual needs of each child.		
:	c. Engages children in a variet	y of child-initiated and teacher-facilita	ated developmentally appropriate	activities. KTPS 1, 2, 4, 7; PGES Doma	ains 1B, 1C, 1E, 3E	
mplements Instruction	Fails to engage children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	Makes some effort to engage children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	Effectively and consistently engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.		
	d. Provides guidance, cues, and feedback to children to foster self-management and learning. KTPS 1, 2, 3; PGES 2D					
Imple	Fails to provide guidance, cues, and feedback to children to foster selfmanagement and learning.	Makes some effort to provide guidance, cues, and feedback to children to foster selfmanagement and learning but attempts are inconsistent.	Provides guidance, cues, and feedback to children to foster self-management and learning.	Purposefully and effectively provides guidance, cues, and feedback to children to foster selfmanagement and learning.		
	e. Implements culturally responsive learning experiences to support children and their families. KTPS 9, 10; PGES Domain 4					
	Fails to implement culturally responsive learning experiences to support children and their families.	Makes some effort to implement culturally responsive learning experiences to support children and their families.	Implements culturally responsive learning experiences to support children and their families.	Intentionally implements culturally responsive learning experiences to support children and their families.		
	f. Implements and supports family-centered activities that reflect each family's resources, priorities, and concerns. KTPS 9, 10; PGES Domain 4					
	Fails to implement and support family-centered activities that reflect each family's resources, priorities, and concerns.	Makes some effort to implement and support family-centered activities that reflect each family's resources, priorities, and concerns.	Implements and supports family-centered activities that reflect each family's resources, priorities, and concerns.	Effectively & consistently implements and supports family-centered activities that reflect each family's resources, priorities, and concerns.		

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions		
ts	g. Involves team members in instructional activities. KTPS 9, 10; PGES Domain 4						
en i	Fails to involve team	Makes some effort to involve	Involves team members in	Intentionally and effectively			
l em	members in instructional	team members in instructional	instructional activities.	involves team members in			
Implements	activities.	activities.		instructional activities.			
	a. Uses a systematic process to assess and record children's ongoing developmental progress. KTPS 6; PGES Domains 1F, 3D						
	Fails to use a systematic	Makes some effort to assess and	Uses a systematic process to	Effectively uses a systematic			
	process to assess and record	record children's ongoing	assess and record children's	process to assess and record			
	children's ongoing	developmental progress.	ongoing developmental	children's ongoing developmental			
	developmental progress.		progress.	progress.			
	b. Bases assessment strategies	s on developmentally appropriate lea	rning outcomes and aligns strategi	es with the program curriculum and	appropriate standards.		
	KTPS 6; PGES Domains 1F, 3D						
	Fails to base assessment	Makes some effort base	Bases assessment strategies on	Effectively and consistently bases			
	strategies on	assessment strategies on	developmentally appropriate	assessment strategies on			
	developmentally appropriate	developmentally appropriate	learning outcomes and aligns	developmentally appropriate			
န္	learning outcomes and align	learning outcomes and/or align	strategies with the program	learning outcomes and aligns			
3.	strategies with the program	strategies with the program	curriculum and appropriate	strategies with the program			
eal	curriculum and appropriate	curriculum and appropriate	standards.	curriculum and appropriate			
S L	standards.	standards.		standards.			
Communicates Learning	c. Plans and implements assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique						
nic	and/or special learning needs.	KTPS 6; PGES Domain 3D					
Ē	Fails to plans and implement	Makes some effort to plan	Plans and implements	Effectively and consistently			
Ē	assessment strategies that	assessment strategies that are	assessment strategies that are	implements a variety of			
ပ	are sensitive to the teaching	sensitive to the teaching and	sensitive to the teaching and	assessment strategies that are			
ૐ	and learning context,	learning context, including	learning context, including	sensitive to the teaching and			
Ses	including families' cultures,	families' cultures, and that address	families' cultures, and that	learning context, including			
ess	and that address children's	children's unique and/or special	address children's unique	families' cultures, and that address			
Assesses	unique and/or special	learning needs, however,	and/or special learning needs.	children's unique and/or special			
1	learning needs.	implementation is not effective.		learning needs.			
	=	ssment strategies that invite active in	volvement of appropriate partners	, including team members and childr	en's families. KTPS 6; PGES		
	Domain 3D						
	Fails to plan and/or	Makes some effort to plan and/or	Plans and implements	Intentionally plans and			
	implement assessment	implement assessment strategies	assessment strategies that invite	implements assessment strategies			
	strategies that invite active	that invite active involvement of	active involvement of	that invite active involvement of			
	involvement of appropriate	appropriate partners, including	appropriate partners,	appropriate partners,			
	partners, including team	team members and children's	including team members and	including team members and			
	members and children's	families.	children's families.	children's families.			
	families.						

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions	
	e. Accurately interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily					
ing	understand. KTPS 6; PGES Domain					
l E	Fails to accurately interpret the	Makes some effort to interpret	Accurately interprets the	Accurately interprets data and		
Fe	data and validity of assessment	the data and validity of	data and validity of	validity of assessments from		
Ees	results and communicates results	assessments, however, the	assessment results and	multiple sources and		
ical	to appropriate partners, including	analysis is either vague or not	communicates results to	communicates results to		
uni	families, in terms they easily	accurate.	appropriate partners,	appropriate partners, including		
ommun Results	understand.		including families, in terms	families, in terms they easily		
lo &			they easily understand.	understand.		
Assesses and Communicates Learning Results	f. Uses assessment results to desig		nd to plan for future related se	rvices and instruction. KTPS 6; PGE	S Domain 3D	
ar	Fails to use assessment results to	Makes some effort to use	Uses assessment results to	Effectively uses assessment		
Ses	design appropriate learning	assessment results to design	design appropriate learning	results from multiple sources to		
ses	outcomes and to plan for future	appropriate learning outcomes	outcomes and to plan for	design appropriate learning		
As	related services and instruction.	and to plan for future related	future related services and	outcomes and to plan for future		
		services and instruction.	instruction.	related services and instruction.		
	a. Uses multiple technology applica	ations to support child learning. KT	PS 6, 7, 8; PGES Domains 1D, 2			
	Fails to use any technology	Uses a single technology	Uses multiple technology	Effectively and consistently uses		
	applications to support child	application to support child	applications to support	multiple technology		
	learning.	learning	child learning.	applications to support child		
≥2				learning.		
300	b. Selects appropriate technology to enhance instruction. KTPS 6, 7, 8; PGES Domains 1D, 2					
h rd	Fails to selects appropriate	Attempts to select appropriate	Selects appropriate	Selects several appropriate		
ec	technology to enhance	technology to enhance	technology to enhance	applications of technology to		
l F	instruction.	instruction, however, it is	instruction.	enhance instruction.		
Ē		ineffective.				
atic	c. Engages children in their use of technology to meet their learning needs and interests. KTPS 6, 7, 8; PGES Domains 1D, 2;					
ent	Fails to engage children in their	Attempts to engage children in	Engages children in their	Effectively and consistently		
Ĕ	use of technology to meet their	their use of technology to meet	use of technology to meet	engages children in their use of		
d d	learning needs and interests.	their learning needs and	their learning needs and	multiple applications of		
<u>E</u>		interests, however, strategies	interests.	technology to meet their		
tes		used are ineffective.		learning needs and interests.		
tra	d. Uses technology to meet special needs of children. KTPS 6, 7, 8; PGES Domains 1D, 2					
Demonstrates Implementation of Technology	Fails to use technology to meet	Attempts to use technology to	Uses technology to meet	Effectively uses multiple		
l Ĕ	special needs of children.	meet special needs of children,	special needs of children.	applications of technology to		
۵		however, it is ineffective.		meet special needs of children.		
	e. Demonstrates ethical and legal use of technology disciplines. KTPS 6, 7, 8, 9; PGES Domains 1D, 2					
	Fails to demonstrate ethical and	·	Demonstrates ethical and			
	legal use of technology		legal use of technology			
	disciplines.		disciplines.			