

## **UNIT ASSESSMENT: Video Description**

### ***Purpose***

The purpose of this assessment is to evaluate teacher candidate use of effective communication and pedagogical skills and strategies to enhance student engagement and learning in the classroom via video. ***In this assignment, students are required to***

1. Implement managerial routines that maximize active student engagement and provide for optimal learning (ex: entry, finish, transition). Routines should be presented for all procedural aspects of lessons that recur frequently.
2. Implement rules to help students demonstrate responsible personal and social behaviors (mutual respect, support for others, cooperation) that promote positive relationships and a productive learning environment.
3. Use a variety of developmentally appropriate practices (e.g. incentive/rewards) to motivate students and to stay engaged.
4. To use a variety of teaching strategies as needed to ensure that students are grasping the lesson.
5. To effectively facilitate the lesson, using proper grammar, tone, structure, etc.

## **VIDEO ASSESSMENT GUIDELINE**

### ***Assessment Description***

- a. Select a lesson to be recorded to analyze your instructional delivery and management in the classroom.
- b. In planning your lesson, refer to the Teacher Internship Assessment Instrument, course work, theories, standards, etc. to develop a lesson that contribute to students' academic success. Though the lesson plan is not scored in this assessment, you will need it to facilitate the instructions for this video assignment.
- c. This analysis will examine your instructional delivery and classroom management through observation of your teaching performance. You will be scored on eight criteria state below.
- d. The video should be at least 30-45 minutes long and capture the eight criteria below.

### ***Assessment Formats & Timelines***

To successfully complete this assignment, ensure that you adhere to criteria in the scoring rubric. This assignment must be completed by the end of student teaching. You may complete during the first or second placement.

### ***Criteria for the Assignment***

1. **Demonstrate effective verbal and nonverbal communication skills across a variety of instructional formats.**
  - a. Use proper grammar, diction, and appropriate language for the age group.
  - b. State the objectives before beginning the lesson and end the lesson with a summary of the lesson for the day.
  - c. Pace the lesson in a manner that keeps all students engaged and learning at the same time.
  - d. Use bulletin boards, tasks sheets, Smartboards, etc. to communicate skills throughout the lesson.

- 2. Implement effective demonstrations, explanations, and instructional cues and prompts to link the lesson to students' personal experiences.**
  - a. Connect learning to real life experiences.
  - b. Allow students to reflect on the lesson as it relates to their experiences.
  - c. Provide appropriate prompts to engage students and to help them understand the lesson.
  - d. Create instructional cues to identify key elements of the lesson.
  
- 3. Provide effective instructional feedback for skill acquisition, student learning and motivation.**
  - a. Provide feedback throughout the lesson.
  - b. Correct students as needed throughout the lesson.
  - c. Help students reach logical, correct responses to items instead of telling them that they are wrong.
  - d. Be positive in giving any kind of feedback.
  - e. Utilize both individual and group feedback when necessary.
  - f. Be specific in feedback to help students correct any present or future challenge of the lesson.
  
- 4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.**
  - a. Be careful not to have a rigid script for the assignment; show flexibility.
  - b. Focus on the objectives of the lesson but remain flexible to “digress” when applicable.
  - c. Refocus lessons/objectives in instances of digression to ensure that the class stays on task.
  - d. Be prepared to make adjustments based on students' responses.
  - e. Provide mini-lessons/reviews when necessary, ensuring that students' exemplify skills from previous lessons that are needed for the present lesson.
  
- 5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.**
  - a. Manage classroom with positive feedback and corrective measures when needed.
  - b. Transition students to different assignments/skills in an effective manner.
  - c. Reiterate classroom rules to maintain order, especially with assignments requiring group work and prompting concepts that get their immediate interest and attention.
  - d. Utilize clear and creative stop and start signals.
  - e. Create a supportive environment that inspire and motivate students to actively engage in the lesson.
  
- 6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.**
  - a. Select both direct and indirect instructional approaches.
  - b. Include activities that provide students with choices or decision-making tasks.
  - c. Employ cooperative learning, collaborative learning, peer-teaching, etc. to provide different learning techniques for students.
  - d. Design activities that help students to problem-solve, reflect on character, etc.

**7. Communicate in ways that convey respect and sensitivity.**

- a. Interact with students in a professional manner.
- b. Refrain from using slang (unless relevant to lesson or illustration).
- c. Show respect for cultural differences.
- d. Watch tone when correcting students' behaviors or assignments.
- e. Avoid sarcasm and condescending remarks that cause students to withdraw.
- f. Create a fun, orderly classroom conducive to learning.

**8. Reflections of the performance (These are suggestions for your reflections. You may add other elements of reflection)**

- a. After the lesson has ended, this segment is your reflection on teaching and what transpired in the lesson. It is at the end of the video presentation.
- b. Indicate any assumptions and beliefs that you made prior to the class instruction (i.e. Did you think students would catch on quickly? Did you think that you will have to place more emphasis on anything in the lesson? Did you think students would be interested in the lesson? Resistant?)
- c. Discuss challenges and strengths of the lesson.
- d. Discuss how well you took advantage of every teachable moment, incorporate real life experiences,
- e. Describe the impact on student learning.
- f. Describe your overall experience in teaching this lesson.

## VIDEO RUBRIC: UNIT ASSESSMENT

VIDEO CRITERIA	Unacceptable	Acceptable		Target
	1 Meets minimum expectations	2 Emergent	3 Meets expectations	4 Exceeds expectations
<p>1. Demonstrates effective verbal and nonverbal communication skills across a variety of instructional formats.</p> <p><b>STANDARD:</b></p>	<p>Teacher candidate’s verbal interactions have numerous mistakes in grammar, poor diction, and/or inappropriate language for the age and skill level of students. The pacing of verbal communication is consistently either too fast or too slow, and there is little variation in tone and inflection. All communication is verbal with no other form of communication used.</p>	<p>Teacher candidate exhibits emergent acceptable characteristics and is able to meet most but not all of the elemental components (i.e. verbal communication, nonverbal communication, pacing, and/or variety of instructional formats).</p>	<p>Teacher candidate’s verbal interactions have an occasional mistake in grammar or the occasional use of an inappropriate regional colloquialism. Pacing of verbal communication is neither too fast nor too slow with some variation in tone and inflection. Verbal &amp; nonverbal communication is used throughout the lesson. The candidate uses alternative forms of communication such as tasks sheets, etc. to communicate content.</p>	<p>Teacher candidate uses proper grammar and diction. Pacing of verbal communication is appropriate for age group (neither too fast nor too slow) and is varied in tone and inflection. Multiple forms of communication such as tasks sheets, bulletin boards, etc. are used throughout the lesson.</p>
<p>2. Implements effective demonstrations, explanations, instructional cues and prompts to link the lesson to students’ personal experiences.</p> <p><b>STANDARD:</b></p>	<p>Teacher candidate either provides no demonstration or an incorrect demonstration during the instructional episode. The candidate provides either too few or too many instructional cues or prompts for the developmental level of students. Instructional cues are incorrect or do not identify key elements of the skill/strategies.</p>	<p>Teacher candidate exhibits emergent acceptable characteristics and is able to meet most but not all elemental components (i.e. effective demonstration/ model, explanations, instructional cues, consistent/ appropriate prompts).</p>	<p>Teacher candidate provides an effective demonstration/ model during the instructional episode. The candidate creates instructional cues or prompts that identify key elements of the skill/strategies and are appropriate for the developmental level of students. The candidate repeats the cues/ prompts multiple times during the lesson.</p>	<p>Teacher candidate provides an effective demonstration/ model during the instructional episode. The candidate creates innovative instructional cues/prompts to facilitate learning including such things as rhymes or finding ways to make abstract concepts concrete. The candidate consistently repeats the instructional cues or prompts throughout the lesson.</p>
<p>3. Provide effective instructional feedback for skill acquisition, student learning, and motivation.</p>	<p>Teacher candidate provides generalized feedback without connecting the feedback to a specific response. Feedback is motivational and not corrective. Feedback is provided to the group as a whole.</p>	<p>Teacher candidate exhibits emergent acceptable characteristics and is able to meet most but not all elemental components (i.e. effective instructional feedback—linked to student responses, motivational, specific, corrective, individual and group).</p>	<p>Teacher candidate provides both generalized and corrective feedback that is well timed. Feedback is linked directly to student responses. A combination of positive, specific and corrective feedback is used. Both individual and group feedback is given.</p>	<p>Teacher candidate provides positive, specific, corrective feedback that is well timed. Feedback is linked directly to student responses and identifies key elements. Both individual and group feedback is given.</p>

<p>4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.</p> <p><b>STANDARD:</b></p>	<p>Teacher candidate delivers lessons by remaining on script without regard to student responses. The candidate fails to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment.</p>	<p>Teacher candidate exhibits emergent acceptable characteristics and is able to meet most but not all elemental components (i.e. recognizing the dynamic of the learning environment, and/or adjusting the lesson based on student responses).</p>	<p>Teacher candidate makes adjustments to planned lesson based on student responses. The candidate demonstrates flexibility in the lesson or with students by adjusting lesson based on student responses.</p>	<p>Teacher candidate demonstrates flexibility and creativity when adjusting the lesson based on student responses. The teacher candidate appropriately responds to Teach-able moments during the lesson.</p>
<p>5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.</p> <p><b>STANDARD:</b></p>	<p>Teacher candidate has ineffective rules or has difficulty in implementing classroom rules. Rules lack clarity or are stated in language inappropriate for the age group. Managerial routines are not present and no systems are in place for ensuring an effective learning environment.</p>	<p>Teacher candidate exhibits emergent acceptable characteristics and is able to meet most but not all elemental components (i.e. use of appropriate rules, effective implementation of rules, and/or consistent enforcement; presence of managerial routines, appropriate use of space, behavior issues addressed, and creation of a safe and effective learning environment).</p>	<p>Teacher candidate has established rules for the classroom and consistently enforced these rules. Rules are stated in developmentally appropriate language. Managerial routines are present and used effectively. There is a clear stop and start signal in place. There is somewhat of a supportive environment that invites student participation.</p>	<p>Teacher candidate has established rules that are logical, reasonable, and developmentally appropriate with clear consequences for discipline issues. Rules are consistently enforced. Managerial routines are present and innovative. Stop and start signals are clear and creative. The candidate creates a supportive environment where students are encouraged and supported.</p>
<p>6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.</p> <p><b>STANDARD:</b></p>	<p>Teacher candidate relies on direct instruction for each lesson. Students are not allowed to make decisions in the context of the class. Student's only choice is to participate or not to participate in the lesson.</p>	<p>Teacher candidate exhibits emergent acceptable characteristics and is able to meet most but not all elemental components (i.e. direct and/or indirect instructional approaches, and/or variety of student choices within the learning environment).</p>	<p>Teacher candidate selects both direct and indirect instructional approaches including task and inquiry (problem solving). Students are given choices throughout the lesson, starting points, or partners or groups.</p>	<p>Teacher candidate selects both direct and indirect instructional approaches including cooperative learning, peer teaching, and child-designed instruction. Students are given multiple choices during the lesson.</p>
<p>7. Communicate in way that conveys respect and sensitivity.</p> <p><b>STANDARD:</b></p>	<p>Teacher candidate interacts with others in a professional manner, but sometimes resorts to the use of "slang" terms during conversations with students. Teacher candidate "puts down" students in front of classmates. Teacher candidate occasionally demonstrates behaviors or language that is insensitive to cultural differences.</p>	<p>Teacher candidate exhibits emergent acceptable characteristics and is able to meet most but not all elemental components (i.e. professional manner, respect for cultural differences, inclusive teaching behaviors, use of appropriate language, vernacular, and/ or tone).</p>	<p>Teacher candidate attempts to teach in a culturally responsive way. The candidate demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive. The candidate avoids sarcasm and "put downs" while interacting with students.</p>	<p>Teacher candidate teaches using culturally responsive approaches. The candidate demonstrates respect for cultural differences and creates an atmosphere in the classroom that is inclusive. The candidate never uses "put downs" or sarcasm while teaching.</p>
<p>8. Reflections of the lesson taught by the candidate</p> <p><b>STANDARD:</b></p>	<p>The teacher candidate's reflections adequately included <b>ONE -THREE</b> components of the reflection outlined in the assignment description.</p>	<p>The teacher candidate's reflections adequately included at least <b>FOUR – FIVE</b> components of the reflection outlined in the assignment description.</p>	<p>The teacher candidate's reflections adequately included at least <b>SIX - SEVEN</b> components of the reflection outlined in the assignment description.</p>	<p>The teacher candidate's reflections adequately included <b>ALL</b> components of the reflection outlined in the assignment description.</p>