# SD708-SD709: Instructional Planning Project Rubric

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**Date: Candidate: Evaluator:**

***KSDE Standard 3: The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.***

| **Artifact** | **Unacceptable** | **Acceptable** | **Target** | **Comments** |
| --- | --- | --- | --- | --- |
| **Instructional Planning Project**  **1Must redo and resubmit assignment scoring below “acceptable” level.** | When developing and implementing an instructional lesson, the candidate does not demonstrate an understanding and ability to use:  1. IEPs, including:   * Evaluation data * Use of baseline data * Connection to IEP Goal(s) * Progress towards meeting annual goal(s).   2. Learning environments, including   * Activities based on the physical, social, and learning environment * UDL principles * Learning activities using evidence-based research * Tier-based supports to adjust curriculum and instruction to match the needs of learners.   3. learner characteristics, including:   * Learner strengths, interests and differing learner learning styles * Developmentally and age-appropriate tasks * Cognitive, affective, cultural, linguistic, and gender differences * Academic and social abilities, attitudes, interests and values.   **(0-31 points)** | When developing and implementing an instructional lesson, the candidate demonstrates an acceptable understanding and ability to use:  1. IEPs, including:   * Evaluation data * Use of baseline data * Connection to IEP Goal(s) * Progress towards meeting annual goal(s).   2. Learning environments, including   * Activities based on the physical, social, and learning environment * UDL principles * Learning activities using evidence-based research * Tier-based supports to adjust curriculum and instruction to match the needs of learners.   3. learner characteristics, including:   * Learner strengths, interests and differing learner learning styles * Developmentally and age-appropriate tasks * Cognitive, affective, cultural, linguistic, and gender differences * Academic and social abilities, attitudes, interests and values.   **(32-35 points)** | When developing and implementing an instructional lesson, the candidate demonstrates a thorough understanding and ability to use:  1. IEPs, including:   * Evaluation data * Use of baseline data * Connection to IEP Goal(s) * Progress towards meeting annual goal(s).   2. Learning environments, including   * Activities based on the physical, social, and learning environment * UDL principles * Learning activities using evidence-based research * Tier-based supports to adjust curriculum and instruction to match the needs of learners.   3. learner characteristics, including:   * Learner strengths, interests and differing learner learning styles * Developmentally and age-appropriate tasks * Cognitive, affective, cultural, linguistic, and gender differences * Academic and social abilities, attitudes, interests and values.   **(36-40 points)** |  |

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| **Artifact** | **Unacceptable** | **Acceptable** | **Target** | **Comments** |
| **Reflection** | When reflecting over an instructional lesson, the candidate does not demonstrate an understanding of:   * Curriculum content * Affective, social and career or vocational skills * Verbal and nonverbal strategies * Maintenance and generalization of knowledge and skills * Problem-solving strategies and critical thinking skills * Uses curricular standards. * Appropriate technologies to support instruction   **(0-7 points)** | When reflecting over an instructional lesson, the candidate demonstrates an acceptable understanding of:   * Curriculum content * Affective, social and career or vocational skills * Verbal and nonverbal strategies * Maintenance and generalization of knowledge and skills * Problem-solving strategies and critical thinking skills * Uses curricular standards. * Appropriate technologies to support instruction   **(8 points)** | When reflecting over an instructional lesson, the candidate demonstrates a thorough understanding of:   * Curriculum content * Affective, social and career or vocational skills * Verbal and nonverbal strategies * Maintenance and generalization of knowledge and skills * Problem-solving strategies and critical thinking skills * Uses curricular standards. * Appropriate technologies to support instruction   **(9-10 points)** |  |
| **Overall comments:** | | | | **Total \_\_\_\_\_/50**  **Percent \_\_\_\_\_\_\_%**  **Grade Scale:**  **90-100% - Target**  **80-89% - Acceptable**  **Below 80% - Unacceptable** |