This lesson serves a dual purpose as the 3rd lesson observed by the university supervisor and an opportunity for interns to gain experience using the TESS observation format in preparation for the state teacher evaluation system. This is also a key assessment. Candidates must score average or above on each element of the scoring rubric on the Class Profile/Lesson Plan in order to pass that assessment. While the score earned on the initial submission is recorded permanently in the grade book, candidates must resubmit any section on which an unsatisfactory was earned. In other words, though revisions are required, they will not raise the candidate's grade on the assignment. If the appropriate changes are not made by the time grades are due, an X grade will be posted until the appropriate revisions are made.

If the internship occurs in a school that requires parental permission before videotaping of class sessions can occur, interns should use the Videotape Consent Form to acquire such permission before the Videotaped Lesson.

Candidates will videotape the lesson and view it, recording evidence in Domains 2 and 3 on the Videotaped Lesson Formative Observation Form. After the lesson, interns should complete the Videotaped Lesson Scoring Rubric to evaluate the lesson in Domains 2 and 3 only. Interns should use the evidence recorded on their Formative Observation form to complete the Lesson Reflection. Interns must upload the video on Chalk and Wire.

Upload to Chalk and Wire on the Lesson Observation 3 (Video): Self-Scored Rubric
1. Videotaped Lesson Formative Observation Form
2. Videotaped Lesson Self-Scored Rubric
3. Video of Lesson

Upload to Chalk and Wire on the Lesson Observation 3 (Video): Lesson Reflection–
1. Lesson Observation 3 Lesson Reflection

The three documents for the Self-Scored Rubric should be submitted for assessment to the University Supervisor at the same time as the Lesson Observation 3 Reflection.

**Self-Scored Videotaped Lesson and Reflection Assignment Rubric**

<table>
<thead>
<tr>
<th>Videotaped Self Scored Lesson and Rubric</th>
<th>Unsatisfactory</th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Observation Form (TESS 4.a.1)</td>
<td>Candidate did not submit a Formative Observation Form from his/her videotaped lesson by the required deadline, or the evidence cited in the form was insufficient.</td>
<td>Candidate submitted on time a Formative Observation Form that was generally complete with sufficient evidence cited.</td>
<td>Candidate submitted on time a Formative Observation Form that contained thorough evidence.</td>
<td>Candidate submitted on time a Formative Observation Form that contained thorough evidence and a detailed analysis.</td>
</tr>
<tr>
<td>Reflection (TESS 4a.1)</td>
<td>Candidate did not submit his/her Self-Scored Lesson Rubric on time, or scores were not</td>
<td>Candidate submitted his/her Self-Scored Lesson Rubric on time with scores assigned for each</td>
<td>Candidate submitted his/her Self-Scored Lesson Rubric on time with assigned scores that reflect</td>
<td>Candidate submitted his/her Self-Scored Lesson Rubric on time with assigned scores that reflect</td>
</tr>
</tbody>
</table>

Revised December 9, 2014
| assigned for each criterion. | criterion, though s/he did not seem to interpret the criterion correctly in selecting some scores. | accurate interpretation of many criteria in relation to the videotaped lesson. | accurate interpretation of each criterion in relation to the videotaped lesson. |