ED/ME/SE 305 – GENERAL METHODS OF TEACHING

**Instructor Rubric**

**STUDENT: DATE:**

**PRESENTATIONS: 1** 2 3 4 **Model Presented: Direct Instruction**

**PLANNING:**

**The lesson plan followed the format for the lesson and was prepared and presented when due.**

1. The lesson plan contained all of the essential information for the lesson; the lesson plan was prepared and presented when due.
2. The lesson plan contained most of the essential information; the lesson plan and lesson were prepared and ready for presentation when due.
3. The lesson plan lacked essential information
4. The lesson plan and lesson were not presented when due.

**COMMENTS:**

**The content or skill of the lesson was appropriate in length and was relevant for the model.**

1. The content or skill taught was appropriate for the model in both length and relevancy.
2. The content or skill taught was somewhat appropriate for the model.
3. The lesson was excessive or lacking in length OR the skill or content taught was not appropriate for the model.

**COMMENTS:**

**The lesson plan contained an assessment plan that was appropriate for the model.**

1. The lesson plan contained an assessment plan that reflected all of the goals/objectives and standards in the lesson. The assessment was consistent with the model’s syntax. The instruments were included.
2. The lesson plan contained as assessment plan that met two of the three criteria.
3. The assessment plan would not be beneficial in assessing students’ learning or the effectiveness of the model because no instruments were included.

0. No assessment plan was included.

**COMMENTS:**

**CONDUCTING THE LESSON:**

**The introduction of the lesson (set) created an interest in the lesson.**

1. Attention of the students was effectively gained.
2. Some attempt was made to get the attention of the students.
3. There was little attempt at getting the students’ attention.

0. The set was omitted from the lesson.

**COMMENTS:**

**The introduction of the lesson gave an overview for the entire lesson by indicting the objectives in terms the students would understand.**

3. Overall direction AND purpose of the lesson were clear to the students as all

 objectives were stated.

1. Either direction or purpose was clearly stated; some of the objectives were stated.
2. Objectives were indirectly stated; therefore an overview was not created and the purpose of the lesson was unclear.
3. Stating the objectives was omitted from the lesson.

**COMMENTS:**

**The presentation was clear and well organized.**

1. Information being presented was understandable to the students at all times.
2. Information being presented was unclear at times; students needed redirection.
3. Information being presented was unclear; students did not understand what was expected of them or what was being taught.
4. Organization and planning were not evident.

**COMMENTS:**

**The procedure for presenting the lesson was followed; the presenter demonstrated knowledge of the model and skills for teaching the model.**

1. All steps of the procedure were included making the presentation easy to follow;

 the presenter demonstrated adequate knowledge of the model during planning and

 the presentation; the presenter demonstrated skill in presenting the lesson.

1. The presenter met two of the three criteria listed above.
2. The procedure was not followed making the presentation difficult to follow; the lesson and/or plan did not demonstrate knowledge of the model; skill in presenting need some refinement.
3. The criteria were not met.

**COMMENTS:**

 Stated lesson’s objectives

 Created the set

 Lesson demonstration(skill) or lecture (content)

 Provided guided practice.

 Checked for understanding and provided specific feedback

 Independent practice

 Closure

**The presenter focused directly on the achievement of the goals/objectives and/or standards.**

1. All discussions and activities were directed toward the stated objectives and standards.

2. There were a few digressions from the objectives and standards of the lesson.

1. The discussion and/or activities were not directed toward the objectives or standards of the lesson.

**COMMENTS:**

**The presenter closed the lesson in a way that reinforced, reviewed, and/or clarified the objectives or the importance and usefulness of the model.**

1. Objectives and standards were reinforced and the importance of the lesson to the student was made clear.

2. Some attempt to review the lesson or model and its relevance to the students was made.

1. The lesson just ended; there was little or no attempt to review the lesson or the model

**COMMENTS:**

**INSTRUCTOR COMMENTS:**

**REVISION OF THE LESSON PLAN IS REQUIRED: \_\_\_\_\_ YES \_\_\_\_\_ NO**

**REVISIONS RECOMMENDED/REQUIRED:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_**

**Rubric Score of 27 100 points**

**Points are deducted at the rate of 5 points (26 points = 95; 25 = 90 points; etc)**