**ED/ME/SE 305 – GENERAL METHODS OF TEACHING**

**Instructor Rubric**

**INSTRUCTOR: DATE:**

**PRESENTATION: 1 2 3 4 Model Presented: Discussion Model**

**PLANNING:**

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

3 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.

1 Either the lesson plan lacked essential information OR the lesson plan and lesson were not presented when due.

0 Either there was no lesson plan prepared when the lesson was presented OR the lesson was not presented when due.

**COMMENTS:**

\*Followed colored sheet with model’s requirements

**The content of the lesson was appropriate in length and for the discussion model.**

3 The content was appropriate in length and appropriate for the model.

2 The content was appropriate in length OR was somewhat appropriate for

the model.

1 The content was either excessive or lacking in length and/or lacked

relevancy for the discussion model.

1. The lesson did not meet any of the criteria.

**COMMENTS:**

**The content of the lesson was appropriate for the model.**

3 The content was appropriate for the model.

2 The content somewhat appropriate for the model

1 The content was not appropriate for the model

0 The lesson did not meet any of the criteria

**COMMENTS:**

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

3 The lesson plan included an assessment plan that reflected all of the goals/objectives and standards in the lesson. The assessment was consistent with the model’s syntax.

2 The lesson plan included as assessment plan that met one of the two criteria.

1 The assessment plan would not be beneficial in assessing students’ learning or the effectiveness of the model OR no assessment instruments were included.

0 The lesson did not meet any of the criteria

**COMMENTS:**

**CONDUCTING THE LESSON:**

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

3 Attention of the students was effectively gained

2 Some attempt was made to get the attention of the students.

1 There was little or no attempt to get the students’ attention

0 The lesson did meet any of the criteria

**COMMENTS:**

**The introduction of the lesson gave direction to the rest of the lesson by indicating the goal(s)/standards and the importance of the goal(s)/standards to the students.**

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

2 Either the overall direction OR purpose of the lesson was clearly stated.

1 The direction and/or purpose of the lesson was unclear; students would not get a holistic overview of the lesson.

0 The lesson did not meet any of the criteria

**COMMENTS:**

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

3. Information being presented was understandable to the students at all times. Students needed little or no redirection.

2 Either the overall direction OR purpose of the lesson was clearly stated.

1 The direction and/or purpose of the lesson were unclear; students would not get a holistic overview of the lesson or know how to proceed.

0 The lesson did not meet any of the criteria

**COMMENTS:**

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

3 The procedure was followed making the presentation easy to follow; the presenter demonstrated adequate knowledge of the model; the presenter demonstrated the necessary skills to teach the model.

2 The presentation met two of the three criteria.

1 The procedure was not followed making the presentation difficult to follow; the presenter demonstrated limited knowledge and application of the model.

0 The lesson did not meet any of the criteria

**COMMENTS:**

Stated objectives for the lesson

Created the set/introduced the lesson to engage the learner

Established learning teams/groups with criteria for membership

Provided instructions for transitioning to groups

Materials were distributed in a timely manner (if applicable)

Explained the procedures for discussion, which was based on Bloom’s Taxonomy questions.

Checked for understanding and provided specific feedback

Provided an opportunity for students to share and debrief the discussion

Closure

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

3 All discussions and activities were directed toward the stated goals/objectives and/or standards.

2 There were few digressions from the goals/objectives/standards of the lesson.

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

0 The lesson did not meet any of the criteria

**COMMENTS:**

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

3 Objectives/goals 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.

0 The lesson did not meet any of the criteria

**COMMENTS:**

**INSTRUCTOR’S COMMENTS:**

**REVISION OF LESSON PLAN IS REQUIRED: YES NO REVISIONS RECOMMENDED/REQUIRED:**

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

**3.0 Rubric Score 100 points**

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