Direct Instruction Rubric

HIED 4323/6600

Intern name:

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| Lesson element | Yes (2) | No (1) |
| Direct instruction segment begins with brief overview statement OR essential question that will guide the instructional presentation |  |  |
| Teacher uses an organizational tool to help students organize content material (outline, graphic organizer, thinking map, etc.) |  |  |
| Teacher demonstrates rapport with students by presenting an environment where **students** are asking **and** answering questions. |  |  |
| New content in learning segment is linked to previously learned content. |  |  |
| Students are engaged in learning tasks (source or evidence-based lecture, audio clips, video clips, visual representations of content, etc.) that address their skills to interpret or analyze accounts of historical events or social studies phenomenon. |  |  |
| Lesson content is accurate. |  |  |
| Lesson vocabulary is developed in a strategic way. Understanding of key terms is not merely assumed, but rather opportunities are taken (a strategy is used) to develop understanding of the academic language associated with the lesson content. |  |  |
| Segment is presented in a way that reduces student time-off-task (lesson flows, pace is appropriate, little “dead time,” etc.) |  |  |
| Students are brought on task throughout the segment with a clearly presented whole class prompt |  |  |

 Total points \_\_\_\_\_\_\_\_\_\_\_/18=\_\_\_\_\_\_\_\_\_\_\_\_\_\_x100=\_\_\_\_\_\_\_\_\_\_\_\_

Video Reflection rubric

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| Reflection element | Yes (2) | No (1) |
| Reflection proposes changes that address students’ collective (whole class) learning needs related to the central lesson topic or objective. |  |  |
| Reflection makes superficial connections to research and/or theory in describing changes needed to improve lesson. |  |  |

Total points \_\_\_\_\_\_\_\_\_\_\_/4=\_\_\_\_\_\_\_\_\_\_\_\_\_\_x100=\_\_\_\_\_\_\_\_\_\_\_\_