Procedural Video Rubric

HIED 4323/6600

Intern name:

|  |  |  |
| --- | --- | --- |
| Lesson element | Yes (2) | No (1) |
| Class begins immediately upon the sounding of the bell |  |  |
| Students are brought on task with a clearly presented whole class prompt |  |  |
| Teacher utilizes bell ringer or introductory activity to quickly get students on task |  |  |
| Opening segment reviews or summarizes material learned in previous lesson |  |  |
| Opening segment engages students’ prior experiential (lived) knowledge |  |  |
| Opening segment links prior knowledge (learned or lived) DIRECTLY to the material to be taught through the lesson\ |  |  |
| Opening segment is presented in a way that reduces student time-off-task (lesson flows, pace is appropriate, little “dead time,” etc.)  |  |  |

Total points \_\_\_\_\_\_\_\_\_\_\_/14=\_\_\_\_\_\_\_\_\_\_\_\_\_\_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=\_\_\_\_\_\_\_\_\_\_\_\_