

**Dallas Baptist University**  
**Dorothy M. Bush College of Education**

As a part of the field-based program at DBU, candidates in both Field-Based I and Field-Based II will be required to teach a lesson to a committee of educators. The lesson plan for this presentation will be graded by the Field-Based professor. The candidate will teach the lesson to his/her field-based class. A committee of educators will observe the presentation of the lesson's anticipatory set, the direct teacher, the guided practice, and the closure. The educators will use the Field-Based Lesson Presentation Assessment form. The following is an explanation for that assessment format.

**Domain I: Active, Successful Student Participation in the Learning Process**

<b>Indicator</b>	<b>0</b>	<b>1</b>	<b>2</b>
	<b>Below expectations:</b> <i>The candidate does not meet most expectations for this level of training.</i>	<b>Acceptable:</b> <i>The candidate meets most expectations for this level of training.</i>	<b>Target:</b> <i>The candidate meets expectations for this level of training.</i>
Students are engaged in learning.	The candidate does all the talking without requiring any interaction on the part of the students.	The candidate did most of the talking, but did require a minimum of interaction on the part of the students.	The candidate did a minimum of talking while requiring the students to interact by answering questions and participating in engaging instructional strategies.
Students are successful in learning.	There is no evidence that students are learning the concepts being taught.	Students demonstrate some success in understanding the concepts being taught.	Students demonstrate a good understanding of the concepts being taught and are successful in applying the learned information to practical situations.
Students connect learning to prior knowledge.	Students are not aware of and are not made aware of how the concepts taught in this lesson connect to prior knowledge.	Students have been made aware of the connection of the concept taught to prior knowledge.	Students are able to connect the concept being taught to prior knowledge.

**Domain II: Learner-Centered Instruction**

<b>Indicator</b>	<b>0</b>	<b>1</b>	<b>2</b>
The candidate makes the objective obvious to the students.	The candidate does not state the objective, explain the objective, nor write the objective on the board.	The candidate either writes the objective on the board or states it.	The candidate explains the objective of the lesson and integrates its understanding throughout the lesson.
There is evidence of a well-planned lesson (Materials).	The candidate does not have any of the materials needed for the lesson available.	The candidate has most of the materials needed for the lesson available when needed.	The candidate has all of the materials needed for the lesson available when needed.
There is evidence of a well-planned lesson (Time).	The lesson is not paced well.	The lesson either is paced so quickly that students do not have time to understand new concepts or complete work, or it is paced so	The lesson is well-paced. New concepts are taught in a manner that gives students time to grasp and understand new concepts and

		slowly that students are bored and not engaged in learning.	complete necessary tasks but still moving quickly enough to prevent boredom.
There is evidence of a well-planned lesson (Strategies).	The strategies for the lesson do not align with the objective, are not well-planned, or are not age-appropriate.	Most of the strategies for the lesson align with the objective, are well-planned, and are age-appropriate.	All of the strategies for the lesson align with the objective, are well-planned, and are age-appropriate.
Every instructional strategy is student-centered.	Few of the instructional strategies are centered on the students' needs.	Most of the instructional strategies are centered on the students' needs.	All of the instructional strategies are centered on the students' needs.
The candidate plans strategies that require critical thinking and problem solving skills.	Few of the strategies require critical thinking and problem solving skills.	Some of the strategies require critical thinking and problem solving skills.	Most of the strategies require critical thinking and problem solving skills.
The instructional strategies motivate the student.	The students are not motivated to be involved in learning.	The students are motivated to be involved in learning for most of the lesson.	The students are motivated to be involved in learning throughout the lesson.
The candidate aligns instruction with the objective.	The instruction and the objective are not aligned.	Most of the instruction and the objective are aligned.	All of the instruction and objective are aligned.
The candidate aligns assessment with the objective.	The assessment does not align with the objective.	Most of the assessment aligns with the objective.	All of the assessment aligns with the objective.
The lesson is sequenced appropriately.	The sequencing of the lesson is confusing and hard to follow.	Parts of the lesson are out of sequence.	The lesson is appropriately sequenced from beginning to end.
The candidate models effectively.	The candidate does not have any appropriate modeling.	The candidate models effectively through some of the lesson.	The candidate models effectively throughout the lesson.
The candidate consistently demonstrates accurate knowledge of content.	The candidate does not demonstrate accurate knowledge of content.	The candidate sporadically demonstrates accurate knowledge of content in the lesson.	The candidate consistently demonstrates accurate knowledge of content throughout the lesson.
The candidate verbally and intentionally states the value, relevance, and importance of the learning.	The candidate does not make students aware of the importance and value of the learning.	The candidate refers at least two of the elements of value, relevance, and importance of the learning.	All three elements of value, relevance, and importance of the learning is stated specifically and integrated throughout the lesson.
The candidate uses appropriate questioning and inquiry (Bloom's).	All questioning and inquiry is at the lower level of Bloom's Taxonomy.	Some of the questioning and inquiry are at higher levels of Bloom's Taxonomy.	A high percentage of questioning and inquiry are the higher level of Bloom's Taxonomy.
The candidate effectively uses technology.	There is little use of technology in the lesson.	The candidate uses some technology, but not effectively.	The candidate uses technology effectively to enhance the lesson and the learning.
The candidate plans for effective student use of technology.	The students are not engaged in using technology.	The students make some use of technology, but not in a way that enhances learning.	The students use technology effectively and enhance their learning through its use.

The candidate monitors and assesses student learning.	The candidate is not aware of student learning.	The candidate monitors what students are doing but does not confirm that learning is taking place.	The candidate engages the students in conversation about the lesson to gauge if learning is taking place as she/he monitors what they are doing.
The candidate uses a variety of age-appropriate assessment strategies.	The strategies used in this lesson are not age-appropriate.	Most of the strategies used in this lesson are age-appropriate.	All of the strategies used in this lesson are age-appropriate.
The candidate uses effective feedback to reinforce learning.	There is no feedback for the students.	Most of the feedback provided to the students reinforces learning.	Appropriate feedback is provided for the student and all of it reinforces learning.
The candidate plans for all learning modalities.	The candidate provides for only one modality of learning.	The candidate provides for some of the learning modalities.	The candidate provides for all of the learning modalities.
The candidate states behavioral and academic expectations.	The candidate does not state behavioral and academic expectations.	The candidate states most of the behavioral and academic expectations.	The candidate states behavioral and academic expectation every time it is appropriate.

### Domain III: Professionalism

Indicator	0	1	2
The candidate effectively communicates with students in writing.	Written communication is not effective.	Most of the written communication is effective.	All of the written communication is effective.
The candidate effectively communicates with students verbally.	Verbal communication is not effective.	Most of the verbal communication is effective.	All of the verbal communication is effective.
The candidate effectively communicates with students nonverbally.	Nonverbal communication is not effective.	Most of the nonverbal communication is effective.	All of the nonverbal communication is effective.
The candidate exhibits a positive, professional attitude.	The candidate exhibits a negative attitude.	The candidate has a positive attitude, but is not professional.	The candidate has a positive and professional attitude.
The candidate has a professional appearance.	The candidate does not have a professional appearance.		The candidate has a professional appearance.