

# PROFESSIONAL DEVELOPMENT COMPETITION RUBRIC

Judges should use this rubric as a guide to assigning points on the Feedback & Tally Sheet.



## PRE-SCORED COMPONENTS

### Lesson Plan Document

| Points Available                            | 5 Accomplished  | 4 Commendable  | 3 Developing   | 2-1 Needs Improvement   |
|---|---|--|--|---|
| <b>Clear &amp; High Expectations</b>        | <p>Clear and high expectations are evident throughout every aspect of the plan. This means: Lesson title, goal, and objective are clearly and prominently stated.</p> <p>Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context.</p> <p>The lesson is conceived to realistically achieve upper level thinking on Bloom's taxonomy, and the plan clearly spells that out.</p> | <p>Clear and high expectations are evident throughout most aspects of the plan. This means: The lesson title, goal, and objective are clearly stated, and are logical given the instructional context.</p> <p>The expectations articulated in the goal and objective are clearly built into most aspects of the lesson design.</p> | <p>Clear and high expectations are evident throughout some aspects of the plan. This means: The lesson title, goal, and objective are stated and reflect basic levels of rigor and relevance given the instructional context.</p> <p>The plan could benefit from asking more from participants, or from a more strategically designed progression of activities that would be better suited to meet high expectations.</p> | <p>Clear and high expectations are evident throughout few or no aspects of the plan. This means: The lesson title, goal, and objective may be missing or unclear or reflect levels of rigor and relevance that may be too low given the instructional context.</p> <p>The plan could benefit from asking much more from participants, or from a revision for clarity.</p> |
| <b>Organization and Sequencing of Ideas</b> | <p>The progression of the lesson is clearly articulated and strategically designed to maximize participant engagement and learning, and to meet the lesson goal and objective.</p>  | <p>The progression of the lesson is logically designed to meet the lesson goal and objective.</p> <p>It could benefit from some more explanation for how each facet of the participants' experience in the lesson will support the achievement of the goal and objective.</p>  | <p>The progression of the lesson aims to meet the goal and objective.</p> <p>It needs more detail or clearer strategy to reflect a comprehensive vision of how each facet of the participants' experience in the lesson will support the achievement of the goal and objective.</p>  | <p>The progression of the lesson seems inconsistent, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective.</p>  |

| Points Available             | 5 Accomplished   | 4 Commendable   | 3 Developing  | 2-1 Needs Improvement   |
|------------------------------|--|---|---|---|
| <b>Instructional Methods</b> | <p>The lesson plan strategically incorporates multiple methods of instruction to maximize participant engagement and learning, and to meet the lesson goal and objective.</p> <p>The use of the instructional methods with the content and goal/objective is expert-level in its conception.</p> | <p>The lesson plan incorporates multiple methods of instruction to attempt to maximize participant engagement and learning, and to meet the lesson goal and objective.</p> <p>A more strategic use of the instructional methods with the content and goal/objective would likely yield better participant outcomes.</p> | <p>The lesson plan attempts to incorporate multiple methods of instruction but the rationale and strategy may lack appropriate levels of clarity, feasibility, or applicability.</p>  | <p>The lesson plan reflects limited understanding of instructional methods to support participant learning, participant engagement, and meeting the goal and objective.</p>   |
| <b>Materials</b>             | <p>The lesson plan is clear about what materials will be required. Those materials are expertly chosen to maximize participant engagement and learning, and to meet the lesson goal and objective.</p>   | <p>The lesson plan is clear about what materials will be required. Those materials apply to the lesson but may not represent the most efficient selection to maximize participant engagement and learning, given the lesson plan's goal and objective.</p>  | <p>The lesson plan does include materials to be used but would benefit from greater specificity in their description or strategy in their selection.</p> <p>Not all materials are essential to achieve the lesson's goal.</p>                             | <p>The lesson plan includes a partial list of materials to be used.</p> <p>The strategy is vague or incomplete for describing how to use the materials to support participant engagement and learning to meet the objective and goal.</p> |
| <b>Assessment</b>            | <p>The plan includes a professional caliber selection of assessment method(s) and a thorough description and rationale as to how participant learning relevant to the lesson will be assessed.</p>   | <p>The plan includes a detailed description of how participant learning relevant to the lesson will be assessed.</p> <p>It could be strengthened with a clearer rationale or a more efficient selection of assessment method(s).</p>  | <p>The plan includes a basic description for how participant learning relevant to the lesson will be assessed.</p> <p>Its selection of assessment method(s) and rationale as to why reflect commendable if basic understanding of uses of assessment.</p> | <p>The plan includes an attempt at a description of how participant learning will be assessed, but the method(s) may not be entirely relevant, realistic, explained, or educationally useful.</p>   |

| Points Available                       | 5 Accomplished   | 4 Commendable  | 3 Developing  | 2-1 Needs Improvement  |
|--|--|--|---|--|
| <b>Relevance</b>                       | The topic is a current issue and the contestants are able to fully explain its importance to the participants.   | The topic is a semi-current issue and contestants are mostly able to explain its importance to the participants.   | The topic is not a current issue; however, the contestants are mostly able to explain its importance to the participants.   | The topic is not a current issue, and the contestants lack understanding and ability to explain topic's relevance.   |
| <b>Mechanics &amp; Professionalism</b> | Structure and style reflect professional-caliber formatting for a lesson plan. Mechanics — including grammar, spelling, punctuation, and capitalization contain no errors. | Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain one or two errors or formatting distractions. | Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain three or four errors or formatting distractions. | Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain more than four errors or formatting distractions. |

### Lesson Delivery Video

| Points Available                                  | 5 Accomplished   | 4 Commendable  | 3 Developing  | 2–1 Needs Improvement  |
|---|--|--|---|--|
| <b>Execution of Clear &amp; High Expectations</b> | Clear and high expectations are evident throughout every aspect of the lesson delivery. This means: The video shows clear and consistent evidence of the participants' comprehension of the goal and objective of the lesson.  | Clear and high expectations are evident throughout most aspects of the lesson delivery. This means: The video shows evidence of most participants' comprehension of the goal and objective of the lesson.  | Clear and high expectations are evident throughout some aspects of the lesson delivery. This means: The video shows evidence that some participants comprehend the goal and objective of the lesson.  | Clear and high expectations are evident throughout few or no aspects of the lesson delivery. This means: The video shows limited evidence that participants engaged in an appropriately challenging learning experience.   |
| <b>Engaging with Participants</b>                 | The video shows clear and consistent evidence that the contestants are comfortable, strategic, and fair when engaging with participants.<br>The contestants consistently interact with participants in ways that engender participants' desire to participate substantively in their own learning. | The video shows some evidence that the contestants is mostly comfortable, strategic, and fair when engaging with participants.<br>The contestants interact with participants mostly in ways that engender participants' desire to participate in their own learning. | The video shows evidence that, in several moments, the contestants are comfortable, strategic, and fair when engaging with participants.<br>The video may also show 1 or 2 moments in which the participant misses or misjudges decisions that may not serve to engender participants' desire to participate in their own learning. | The video shows evidence that the contestants are not yet comfortable, strategic, and consistently fair when engaging with participants.<br>The video may also show multiple moments in which the participant misses or misjudges decisions that may not serve to engender participants' desire to participate in their own learning |

| Points Available  | 5 Accomplished  | 4 Commendable   | 3 Developing   | 2–1 Needs Improvement   |
|---|---|---|--|---|
| <b>Organizing and Sequencing Content for Participant Learning</b> | The video shows clear evidence of the execution of a strategically designed progression to maximize participant engagement and learning, and to meet the lesson goal and objective.   | The video shows evidence that the progression of the lesson is logically sequenced in its execution to meet the lesson goal and objective.<br><br>It is not entirely clear how every aspect of the participants' experience in the lesson supports the achievement of the goal and objective.                             | The video shows evidence that the progression of the lesson moves the participant toward the objective and goal, though multiple, more strategic paths are available.        | The video shows a progression of the lesson that seems inconsistent, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective.  |
| <b>Execution of Instructional Methods</b>                         | The video shows evidence of strategic incorporation of multiple methods of instruction to maximize participant engagement and learning, and to meet the lesson goal and objective.<br><br>The deployment of the instructional methods with the content and goal/objective is expert-level in its execution.                       | The video shows evidence of multiple methods of instruction in an attempt to support participant engagement and learning, and to meet the lesson goal and objective.<br><br>A more strategic deployment of the instructional methods with the content and goal/ objective would likely yield better participant outcomes. | The video shows evidence of attempts to incorporate multiple methods of instruction but the execution may lack appropriate levels of clarity, feasibility, or applicability. | The video reflects limited understanding of the deployment of instructional methods to support participant learning, participant engagement, and meeting the lesson goal and objective.   |
| <b>Classroom Management</b>                                       | The video shows clear and consistent evidence of expert-level usage of classroom management strategies (ex. physical set-up of classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) to achieve maximum possible participant engagement throughout the lesson. | The video shows evidence of strong usage of classroom management strategies to achieve near-total participant engagement throughout the lesson.   | The video shows evidence of usage of classroom management strategies to achieve acceptable participant engagement throughout most of the lesson.                             | The video shows evidence of the contestant's developing understanding of how to manage a classroom.<br><br>Inefficient or misguided usage of specific management strategies limit potential participant engagement throughout most of the lesson. |

| Points Available                       | 5 Accomplished   | 4 Commendable   | 3 Developing   | 2–1 Needs Improvement  |
|--|--|---|--|--|
| <b>Execution of Assessment</b>         | The video shows clear evidence of a professional-caliber use of assessment to measure participant learning directly related to the lesson’s objective and goal.  | The video shows some evidence of an attempt to assess participant learning related to the lesson plan’s objective and goal.   | The video shows an attempt to assess participant learning, but the attempt may be superficial or not position to deliver substantive information related to the lesson objective and goal. | The video shows an attempt at assessment, but the attempt may not relate directly to a clearly state lesson goal and objective.<br><br>The assessment method(s) may not be entirely relevant, realistic, explained, or educationally useful. |
| <b>Professionalism</b>                 | The video shows clear and consistent evidence of the contestant conducting him/herself as a professional educator at all times.<br><br>This includes manner of speech, appearance, attitude, and enthusiasm. | The video shows evidence of the contestant conducting him/herself as a professional for a strong majority of the lesson.<br><br>This includes manner of speech, appearance, attitude, and enthusiasm. | The video shows some evidence of the contestant conducting him/herself as a professional during the lesson.<br><br>This includes manner of speech, appearance, attitude, and enthusiasm.   | The video shows inconsistent evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.  |
| <b>Knowledge and Passion of Topic</b>  | The participants present relevant statistics, personal stories, or other methods to engage the targeted audience and succeed.  | The participants present some statistics, personal stories, or methods to engage the audience and mostly succeed.   | The participants present little statistics, personal stories, or other methods to engage the audience and partially succeed.   | The participants present no statistics, personal stories, or other methods and do not engage the audience.   |
| <b>Execution from Plan to Delivery</b> | The video shows clear and consistent evidence that a well-designed plan successfully translated to a well-executed lesson.   | The video shows evidence that the lesson plan was followed carefully.   | The video shows evidence that only parts of the plan were translated into the actual lesson.   | The video does not clearly show a successful effort to translate most aspects of the plan from idea to reality.  |

**COMPONENTS SCORED ON-SITE**

**Interactive Reflection**

| Points Available                       | 15–13 Accomplished  | 12–9 Commendable  | 8–5 Developing   | 4–1 Needs Improvement  |
|--|---|---|--|--|
| <b>Evidence of Rigorous Reflection</b> | The contestants demonstrate professional-level insight to reflect candidly and deeply on all facets of the teaching process, including planning, delivery of instruction, and evaluating effectiveness. The contestants demonstrate professional-level insight in planning for strategic, appropriate next steps to maximize ongoing participant learning and engagement. | The contestants demonstrate thoughtful reflection on the teaching process but may not achieve professional level depth and insight on every facet (planning, delivery, instruction, evaluating effectiveness).<br><br>The contestants demonstrate thoughtfulness — though not comprehensiveness — in planning for appropriate next steps. | The contestants reflect on the lesson with observations that range significantly in their depth, insight, and relevance to the teaching process.<br><br>The contestants’ next steps are basic and would benefit from strengthened strategy, rigor, relevance, and understanding of how the featured lesson truly went. | The contestants demonstrate limited or superficial reflection on the lesson, though that process may yield only partial or surface-level insights on the teaching process.<br><br>The contestants’ next steps are not clear or logical, and would benefit from significantly strengthened strategy, rigor, relevance, and understanding of how the featured lesson truly went. |
| <b>Responses to Judges’ Questions</b>  | The contestants demonstrate professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges’ questions. The contestants’ display impressive, professional-level depth of knowledge and understanding given their experience and preparation.  | The contestants’ responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestants display some substantive knowledge and understanding of the selected topic based on their experience and preparation  | The contestants’ responses in the Q&A session demonstrated inconsistency and reflected some successful attempts to address some of the material posed to him/her. The contestants display basic knowledge and understanding of the selected topic based on their experience and preparation.                           | The contestants’ responses in the Q&A session reflected limited or superficial responses.  |
| <b>Overall Impact</b>                  | The contestants clearly demonstrate professional-caliber skills in lesson planning, delivery, and reflection. The contestants show clear and consistent evidence of their identity as an educator.  | The contestants demonstrate strong skills in lesson planning, delivery, and reflection. The contestants show evidence of cultivating an identity as an educator.  | The contestants demonstrate developing skills in lesson planning, delivery, and reflection. Further practice should yield more strategic pedagogical choices and more consistent success.  | The contestants demonstrate limited skills in lesson planning, delivery, and reflection. More preparation and expert guidance regarding the basics of planning and delivery instruction are recommended.   |

Student Name: \_\_\_\_\_

Student's School, City, State: \_\_\_\_\_

Subject & Grade Level of Class Where Featured Lesson was Delivered: \_\_\_\_\_

←← Judges will use the Detailed Scoring Rubric as their guide to score students' competition entries. ←← Points and written feedback will be written on this Feedback & Tally Sheet, which should be returned to the student competitors at the conclusion of the conference.

## PRE-SCORED COMPONENTS

### FEEDBACK & TALLY SHEET

#### Lesson Plan Document



|  | Accomplished | Commendable | Developing | Needs Improvement | Score |
|--|--------------|-------------|------------|-------------------|-------|
| Clear & High Expectations                              | 5            | 4           | 3          | 2-1               |       |
| Organizing and Sequencing Content for Student Learning | 5            | 4           | 3          | 2-1               |       |
| Instructional Methods                                  | 5            | 4           | 3          | 2-1               |       |
| Materials  | 5            | 4           | 3          | 2-1               |       |
| Assessment   | 5            | 4           | 3          | 2-1               |       |
| Relevance  | 5            | 4           | 3          | 2-1               |       |
| Mechanics & Professionalism                            | 5            | 4           | 3          | 2-1               |       |

Lesson Plan Document Pre-Score \_\_\_\_ / 35 *Continued*

## FEEDBACK & TALLY SHEET

### Lesson Delivery Video

|  | Accomplished | Commendable | Developing | Needs Improvement | Score |
|--|--------------|-------------|------------|-------------------|-------|
| Execution of Clear & High Expectations                 | 5            | 4           | 3          | 2-1               |       |
| Engaging with Students                                 | 5            | 4           | 3          | 2-1               |       |
| Organizing and Sequencing Content for Student Learning | 5            | 4           | 3          | 2-1               |       |
| Execution of Instructional Methods                     | 5            | 4           | 3          | 2-1               |       |
| Classroom Management                                   | 5            | 4           | 3          | 2-1               |       |
| Execution of Assessment                                | 5            | 4           | 3          | 2-1               |       |
| Professionalism  | 5            | 4           | 3          | 2-1               |       |
| Knowledge and Passion of Topic                         | 5            | 4           | 3          | 2-1               |       |
| Execution from Plan to Delivery                        | 5            | 4           | 3          | 2-1               |       |

**Lesson Delivery Video Pre-Score \_\_\_\_\_ / 45**

### COMPONENTS SCORED ON-SITE

#### Interactive Reflection

|                                 | Accomplished | Commendable | Developing | Needs Improvement | Score |
|---------------------------------|--------------|-------------|------------|-------------------|-------|
| Evidence of Rigorous Reflection | 15-13        | 12-9        | 8-5        | 4-1               |       |
| Responses to Judges' Questions  | 15-13        | 12-9        | 8-5        | 4-1               |       |
| Overall Impact                  | 15-13        | 12-9        | 8-5        | 4-1               |       |

**Interactive Reflection On-site Score \_\_\_\_\_ / 45**

### FEEDBACK FOR STUDENT:

Write 2 or more sentences in the space below.

**TOTAL SCORE \_\_\_\_\_ / 125**