SELF EVALUATION FORM *example*

**Chapter 5** plus additional tips

MAKING

**PRESENTATIONS**

EFFECTIVE

NAME Lauren Milne DATE 13 October 2011

LESSON/ACTIVITY TITLE: Lines, Line Segments, and Parallel and Perpendicular Lines

 COMMENTS

|  |  |  |
| --- | --- | --- |
| My voice volume was appropriate (neither too soft nor too loud) | YES NO |  |
| My articulation was clear and correct | YES NO |  |
| I used correct grammar | YES NO | -With the exception of the vocabulary. I rewrote definitions differently than the book without realizing it. |
| I avoided the use of vocal fillers | YES NO | I avoided it and caught myself when I could, but there was 1 or 2 “you guys” and a number of “uhhs”. |
| I used professional/adult language and avoided slang | YES NO |  |
| I kept my voice quality and word choice appropriate to the age group | YES NO | There is a chance, after watching the teacher do his presentations,that I might be speaking too simply. I might try bigger words next time with the examples and non-examples. |
| I used varied voice tones and inflections | YES NO |  |
| I conveyed enthusiasm for the topic through my voice and body language | YES NO |  |
| I conveyed enjoyment and warmth toward students through my voice and body language | YES NO |  |
| I moved and gestured as I presented  | YES NO | Were some of my movements a bit tacky? I felt that way a bit. |
| I made frequent eye contact with all students as I presented | YES NO |  |

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SELF EVALUATION FORM *example*

**Chapter 4**

**OPENING**

NAME Lauren Milne DATE 13 October 2011

LESSON/ACTIVITY TITLE: Lines, Line Segments, and Parallel and Perpendicular Lines

 COMMENTS

|  |  |  |
| --- | --- | --- |
| My opening grabbed my students’ attention | YES NO | Teaching the very first lesson gives me a huge advantage for gaining the student’s attention. |
| I clearly stated the objective of the lesson in terms my students understood | YES NO | I originally thought I had, but somehow it was the opposite and adjacent section that didn’t seem to be clear enough. That makes me think that my objective wasn’t as clear either. |
| I used specific examples to explain the purpose of the objective | YES NO | I had examples, but not enough. I lost the students here. |
| I built/activated necessary background knowledge | YES NO | We talked about square corners, but I didn’t help them with the actual homework-based material. |
| I reviewed (not just stated) necessary prerequisite information or skills | YES NO | Though I could also give myself a “NO” for lack of clarity, I did draw shapes on the board to remember what a quadrilateral. Where I missed the mark was demonstrating square corners. |
| I connected this lesson/activity to prior lessons/activities | YES NO |  |
| I taught key vocabulary needed to help students be successful in the lesson or activity | YES NO | I taught the vocabulary, but not with the clarity needed. |
| I used vocabulary/terminology that students could understand | YES NO | I thought they understood it, but after watching Mr. DeMann I realized I had generalized it too much. |
| I used active participation strategies that involved all students during the opening. | YES NO | No Checks for Understanding were used aside from hands too show numbers. |

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SELF EVALUATION FORM *example*

**Chapter 11**

**GAINING ATTENTION**

NAME Lauren Milne DATE 13 October 2011

LESSON/ACTIVITY TITLE: Lines, Line Segments, and Parallel and Perpendicular Lines

 COMMENTS

|  |  |  |
| --- | --- | --- |
| I used an effective/appropriate signal for attention | YES NO |  |
| I communicated to students the signal that would be used during lesson/activity | YES NO |  |
| I specified clearly what students were to do in response to the signal for attention | YES NO |  |
| I rehearsed the signal and response with students | YES NO |  |
| I asked/signaled for attention each time before speaking | YES NO |  |
| I didn’t continue until I had attention | YES NO |  |
| I gained attention *quickly* at the beginning of lesson/activity | YES NO |  |
| I regained attention *quickly* during lesson/activity | YES NO |  |
| I acknowledged class/individuals for responding to the signal quickly | YES NO |  |
| I remained silent following the signal (no nagging, reminding, warning) | YES NO |  |
| I was ready myself when I had the students’ attention | YES NO |  |

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