

RC Certification Engaging Lesson Rubric (Academic or Professional)

Vaguely: Plan addresses the domain in a broad way with little clear or specific language connecting to the domain.

Briefly: Domain is mentioned but little explanation is given as to how it connects to the plan.

Clear: Plan is easily understood and domain is addressed seamlessly as part of the lesson/session.

Concise: Plan is effectively brief, but comprehensive.

Specific: Plan uses precise language and at least one example that illustrates the domain.

Thorough: Plan uses clear and precise language and several examples that illustrate the domain.

Thoughtful: Connections are made between domains. Plan shows deep understanding of how to combine academic content with RC practices and beliefs.

Candidate Name and your name

Your answer

Engaging Lesson Plan

The plan:

	0 points - Not addressed	1 point - Vague and/or brief	3 points - Clear, concise, and specific	5 points - Thorough and thoughtful
Identifies ways to foster positive community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes strategies to manage the lesson effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Names the included elements of engaging academics (active, interactive, appropriately challenging, purposeful, connected to interest/strengths, allow for autonomy/control)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflects developmentally responsive planning (activities, time frames, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes structures to address students'/adult learners' needs for belonging, significance, and fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Highlights student/adult learners' choices when possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Comments

Your answer

Engaging Lesson Video

Observable Behaviors:

	0 points - Not addressed	1 point - Rarely	3 points - Sometimes	5 points - Consistently
The video is aligned with the lesson plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students/adult learners spend the majority of lesson time actively engaged and on-task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher/facilitator feedback is performance-based and conveys the belief in students'/adult learners' ability to meet high academic expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities meet students'/adult learners' developmental needs for movement, interaction, and autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher/facilitator uses proactive strategies primarily to manage student/adult learner interactions, behavior, and transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher/facilitator responses to student/adult learner misbehavior are consistent, respectful, related, and realistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher/facilitator uses tone and nonverbal language to create a classroom/professional environment that is positive, warm, safe, and inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student/adult learner interactions are respectful and foster growth in their relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students/adult learners follow the rules/expectations, directions, and routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher/facilitator directions to students/adult learners are clear, concise, respectful, and developmentally appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers'/facilitator's academic, social, and behavioral expectations are developmentally appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Your answer



Engaging Lesson Written Reflection

The reflection:

	0 points - Not addressed	1 point - Vague and/or brief	3 points - Clear, concise and specific	5 points - Thorough and thoughtful
Assesses when students/adult learners were most engaged in the lesson/session and why	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides characteristics of student/adult learner engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides examples that illustrate how the Four Domains were addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides what s/he might do differently to enhance each of the Four Domains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides what s/he might do differently to enhance the level of engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Your answer

General Information

Candidate designation

- ☐ Needs to resubmit this piece
- ☐ Passed this RC certification requirement
- ☐ Potential presenter candidate

Comments

Your answer

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