## CONDUCT A LESSON CHECKLIST

<table>
<thead>
<tr>
<th>15/30 Minute</th>
<th>Lecture/Demo/PracApp</th>
<th>Rehearsal/Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Lesson Title</td>
<td>Faculty Advisor/Evaluator</td>
</tr>
</tbody>
</table>

### INTRODUCTION (10 POINTS)
- [ ] GAIN ATTENTION (2)
- [ ] WIIFM (2)
- [ ] OVERVIEW (1)
- [ ] INTRODUCE L/O (1)
- [ ] METHOD/MEDIA (1)
- [ ] IRF’S (1)
- [ ] EVALUATION (1)
- [ ] TRANSITION (1)

### BODY (MAIN IDEAS 16 POINTS)
**TRANSITIONS 8 POINTS**
- [ ] 1ST MAIN IDEA
- [ ] TRANSITION
- [ ] 2ND MAIN IDEA
- [ ] TRANSITION
- [ ] 3RD MAIN IDEA
- [ ] TRANSITION
- [ ] 4TH MAIN IDEA
- [ ] TRANSITION

### PROBING/Q&A TECHNIQUES
**LISTENING SKILLS (6 POINTS)**
- [ ] 1ST PROBE (2)
- [ ] 2ND PROBE (2)
- [ ] ACCEPTED QUESTION(S) (2)

### SUMMARY (4 POINTS)
- [ ] HINT FREE (1)
- [ ] MAIN IDEAS (1)
- [ ] CONCISE (1)
- [ ] CLOSING INSTRUCTIONS (1)

### MEDIA (2 POINTS)
- [ ] EMPLOYMENT (2)

### FACILITATION TECHNIQUES (15 PTS)
- [ ] REAL WORLD RELEVANCY (3)
- [ ] KEPT STUDENTS FOCUSED (3)
- [ ] CONTROLLED THE LESSON (3)
- [ ] DEMO & PRACTICE TECHNIQUES (6)

### PLATFORM BEHAVIOR (15 POINTS)
- [ ] EYE CONTACT (3)
- [ ] MOVEMENT (3)
- [ ] GESTURES (3)
- [ ] FACIAL EXPRESSIONS (3)
- [ ] APPEARANCE (3)

### USE OF VOICE (10 POINTS)
- [ ] VOLUME (1)
- [ ] INFLECTION (1)
- [ ] RATE (1)
- [ ] PAUSE (1)
- [ ] PRONUNCIATION (1)
- [ ] ARTICULATION (1)
- [ ] FORCE (1)
- [ ] GRAMMAR (1)
- [ ] PET WORDS (2)

### CLASSROOM MANAGEMENT (14 POINTS)
- [ ] PROPERLY ARRANGED (2)
- [ ] CLASSROOM ATMOSPHERE (2)
- [ ] TIME (10)

### RECOMMENDATIONS/COMMENTS

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00-79 NON MASTER
80-85 SATISFACTORY
86-94 EXCELLENT
95-100 OUTSTANDING

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STUDENT SIGNATURE

REVISED JAN 2000 BY INSTRUCTIONAL MANAGEMENT SCHOOL (L)
### CONDUCT A LESSON CHECKLIST INSTRUCTIONS

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>GAIN ATTENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omitted; inappropriate; unrelated to subject.</td>
<td>Points 0&lt;--2</td>
</tr>
<tr>
<td>Omitted; inappropriate; weak, did not establish need for student to listen.</td>
<td>0&lt;--2</td>
</tr>
</tbody>
</table>

**OVERVIEW**

Identified purpose and main points; well organized; Identified conceptual framework of the lesson. Established permissive atmosphere.

**INTRODUCE LEARNING OBJECTIVES**

Identified TLO’s and ELO’s to students.

**METHOD/MEDIA**

Identified what specific method of instruction that would be utilized for the presentation. Identified supporting media.

**EVALUATION**

Identified to students how and when they would be evaluated.

**TRANSITION**

Closed introduction and opened main idea.

**BODY**

(0 of transitions dictate point values, i.e. 4 transitions = 2 points each)

**TRANSITIONS**

Closed main idea and opened next. Used probing questions.

**PROBING/Q&A TECHNIQUES/LISTENING SKILLS**

Utilized probing questions throughout; asked at least two planned questions; responded effectively to student’s questions/inputs; responses to areas of confusion; used a positive manner to ensure all students understood before moving on. Redirected questions to class.

**SUMMARY**

Hint free: clearly reviewed all main ideas, provided concise closing instructions.

**MEDIA**

Employed correctly; clarified/supported ideas; easy to read; integrated into lesson as appropriate; visually stimulating, creative.

**FACILITATION TECHNIQUES**

Real world relevancy; flexible format; all students could participate; provided intellectual stimulation; user friendly; monitored activity progress toward meeting lesson purpose; kept students focused on learning activity. Great flexibility in controlling the lesson.

**PLATFORM BEHAVIOR**

Generally direct, impartial and evenly distributed, creating a "connection" with all students; varied, sincere.

**EYE CONTACT**

Primarily natural, purposeful, smooth and coordinated with dialogue; powerful; reinforced flow of lesson.

**MOVEMENT**

Typically natural and well timed, smooth and purposeful; spontaneous; supported dialogue and reinforced ideas.

**GESTURES**

Varied with mood and content, sincere, showed concern, reinforced and expressed pleasure.

**APPEARANCE**

Well groomed, professional appearance.

**FACIAL EXPRESSIONS**

Natural and appropriately varied in volume, rate, force, inflection and pause. Indicated sincerity, and enthusiasm. Used good grammar with no distracting verbalizations. Expressive and dynamic.

**CLASSROOM MANAGEMENT**

Properly arranged classroom and/or students; maintained permissive atmosphere while remaining focused on lesson; invited student involvement.

**USE OF VOICE**

Ideal use of time available.

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