

Guide to Evaluation of the One-Hour Lesson Planning Principles

The following describes the levels of comprehension of lesson planning principles that will be used during the local squadron and national ID Com evaluations of the one-hour lesson plan.

Planning Principle	Level of Planning Demonstrated		
	Satisfactory	Accomplished	Needs Improvement
Title or Subject	Title describes the lesson sufficiently to indicate the general content of the lesson. If this is a lesson from one of the United States Power Squadrons courses, the lesson or section of a lesson is specifically identified.	The title describes the lesson content effectively and helps the audience become aware of the material in the lesson. The title focuses attention on key points of the content.	Title may describe the content but does not indicate how the lesson will focus on the content. The audience only has a vague idea of the lesson.
Goal/Objective	In addition to the general statement there is a statement that lists specific knowledge or skills that the student should gain during the lesson.	The goals/objectives list specific ways that the specific knowledge or skills that the student should gain during the lesson can be measured.	A general statement about the desired outcome of the lesson.
Gain Attention Technique	Attention gained in manner relevant to lesson but NOT necessarily meaningful/ relevant for ALL students.	Attention gained in manner relevant to lesson's goals and IS meaningful for all students.	Attention gained is not related to the lesson's learning goals.
Motivation	Plan addresses EITHER WHY OR HOW the listed objectives of the lesson are important.	Plan explicitly indicated BOTH why and how objectives in the lesson are important.	Minimal effort made to show how and why lesson is important for the student to learn.
Teaching Aids	Original PowerPoint slides, significantly modified USPS PowerPoint slides or other types of teaching aids are effectively employed and contribute to the student's learning experience and help achieve the specific goals of the lesson.	Unique and innovative teaching aids are employed to gain student engagement, enhance understanding of a concept, or otherwise improve the learning experience of the student and achieve the specific goals of the lesson.	The only teaching aids employed are unmodified PowerPoint slides provided in existing United States Power Squadrons (USPS) courses.
Provide for Practice and Feedback	Opportunities provided to practice material in different ways with plans included for feedback.	Opportunities to practice material in different ways (e.g., application) with feedback provided.	Opportunities provided to practice material in way presented; minimal or no feedback provided.
Check for Understanding	Instructor's questions require students to relate different information or concepts to one another.	Students asked to relate information/concepts WITH follow-up, feedback, and/or discussion.	Instructor asks, "Are there any questions?" or only asks questions requiring rote memory or factual information.

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Elicit Student Engagement / Questions	A mixture of question types is used along with a plan for follow-up and feedback.	A mixture of question types is used with EXPLICIT use of “wait time” or other effective questioning techniques. Effective follow-up/feed-back.	Student is called on to answer question before question is asked or only low-level, factual questions are asked with minimal plans for follow-up or feedback.
Logical	Lesson flows smoothly from one topic to another or the lesson plan uses appropriate transitions if the flow of topics is difficult to follow.	The lesson plan flows smoothly and can be easily followed by student with little or no advanced knowledge of subject.	Lesson does not flow smoothly from one topic to the next.
Medial Summaries	Material from previous topic is briefly summarized before moving on to another major topic, but no tie is made to how new topic builds on prior material.	Material from previous topic is briefly summarized and how the next topic will build on the material already learned is explained.	Major topics are introduced with little or no summary of prior material.
Final Summary	Students are asked to summarize, articulate, or discuss key points of the lesson.	Instructor candidate helps the students identify how the major points being summarized meet the goals/objectives of the lesson.	Instructor summarizes the main points of the lesson.
Timing	It is reasonable to expect that the content of the lesson will be presented within a window of plus-or-minus 5 minutes of the targeted lesson-plan duration.	The lesson plan includes some internal indication to ensure that the lesson can be presented within the plus-or-minus 5-minute target.	The content of the lesson plan is either insufficient to take up the minimum of 1 hour, or the presentation would obviously take significantly longer than 1 hour to present effectively.
Adequate Explanation	The lesson plan includes enough detail for another instructor to use the lesson plan with reasonable advance preparation.	The lesson plan includes enough detail for another instructor to use the lesson plan with little or no advance preparation.	The lesson plan does not provide enough detail for another instructor to use the lesson plan without significant advance preparation.
Achievement of Specific Aims	The general goals are adequately met and each of the specific goals or objectives is at least minimally met with the content of the lesson plan.	Both the general and all specific goals are more than adequately met with the content of the lesson plan.	The general goals are minimally met but not all of the specific goals or objective are met with the content of the lesson plan.

To achieve a satisfactory level of comprehension on the one-hour lesson plan evaluation, the instructor candidate must achieve at least 75 points.