

JROTC Coaching Rubric

Lesson Information:

JROTC Coaching Rubric		(SY	Evaluation)
General Information			
(Last, First, MI, Name of Evaluated Instructor)		School: HIGH SCHOOL	
Evaluator:		Length of Observation	Date
Classroom Climate		M-Master, A- Apprentice	
M, A	Indicators	M, A	
	(1) Uses active listening		(7) Manages student behavior and conflict in an appropriate manner and encourages cooperation
	(2) Shows concern for the social, emotional, and physical well-being of students		(8) Demonstrates ability to use JROTC Website as a teaching resource
	(3) Creates an encouraging and supportive classroom		(9) Demonstrated use of the Distance Learning website and completion of courses (ID courses not completed)
	(4) Provides students with an opportunity to succeed		(10) Demonstrate ability to use outside educational platforms such as Google classroom, Moodle, Khan Academy etc. This keeps the instructor abreast on latest technology.
	(5) Communicates expectations for acceptance of diversity		
	(6) Encourages positive student interaction with activities like affirmations (thank you)	Eval. Master	5 4 3 2 1 N/A Scale Apprentice Not Obs.
Comments			
Planning			
M, A	Indicators	M, A	
	(1) Shows evidence of planning		(6) Displays evidence of student learning e.g.: student work, projects
	(2) Identifies objectives clearly		(7) Demonstrate evidence of inclusion.
	(3) Matches objectives to standards and district goals		(8) Demonstrate evidence of Project-based learning.
	(4) Arranges room to provide for student interaction and group work		(9) Demonstrate evidence if differentiated/student center learning. All are current trends in education. We must stay current on education trends and advancements.
	(5) Manages lesson time effectively		

Comments

School/Date:

Lesson Delivery/Technology			
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M, A	Indicators	M, A	
	(1) Displays appropriate knowledge of the lesson content		(6) Uses correct grammar
	(2) Follows the structure and organization of the four phase lesson format		(7) Includes the appropriate unit and lesson to support the lesson objectives
	(3) Uses energizers and a variety of activities to teach concepts and skills		(8) Posts charts around the room as reference points for learning
	(4) Shows enthusiasm through gestures, voice inflection, or movement about the room		(9) Creates colorful charts based on student input
	(5) Gives encouragement to students using smile, head nod, verbal praise, eye contact		(10) Knows how to access the JROTC website & Distance Learning Site

Comments

Thinking Skills			
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M, A	Indicators	M, A	
	(1) Processes learning activities by asking higher level questions e.g. metacognitive (What affected your thoughts), EIAG (describe experience, identify feelings, analyze reaction, generalize uses), PAC (Practical, Analytical, Creative)		(2) Includes graphic organizers in lesson

Comments

Learning Styles			
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M, A	Indicators	M, A	

	(1) Includes two or more multiple intelligences with every lesson	(2) Provides students a variety of learning activities e.g. observing and watching, experiencing and performing, discussing and explaining, processing and reflecting
Comments		

School/Date:

Feedback

M, A	Indicators	M, A	
	(1) Provides students feedback on their progress through a variety of methods		(2) Requests feedback from students using a variety of methods
	(3) Encourage student questioning for purposes of clarity and understanding		(4) Provides feedback in a timely manner

Comments

Authentic Assessment

M, A	Indicators	M, A	
	(1) Incorporates the lesson Authentic Assessment (AA) handouts		(3) Includes a variety of AA techniques such as Checklists, Rubrics, Learning Logs, Objective tests, Portfolios
	(2) Ensures students understand assignment requirements and scoring using AA handouts		

Comments

Reflection

M, A	Indicators	M, A	
	(1) Incorporates reflection into each phase of lesson		(3) Reflects on effective use of strategies, methods and materials within the lesson
	(2) Asks questions to elicit responses which demonstrate student learning of objective		

Comments