

**Five Minute Object Lesson: Self-Assessment Worksheet**  
**2019 Garden Docent Training**  
**Hillwood Estate, Museum & Gardens**

Please complete electronically this Self-Assessment Worksheet and save to your computer. Do so after reflecting on your performance (after watching the recording of your presentation and the “keeps/changes” afterwards) and how closely it met the performance criteria listed below. The questions below are based on what a docent needs to facilitate an accurate, compelling visitor experience.

**Basic Information**

Name of Docent-in-Training: [Click here to enter text.](#)

Name of Object and Location: [Click here to enter text.](#)

Date of Presentation: [Click here to enter text.](#)

Date Worksheet Completed: [Click here to enter text.](#)

**Performance Criteria**

**Skills Sections**

- Communication Skills

<i>How effective at grabbing the visitors’ attention was the lesson’s introductory hook question?</i>	
Keeps:	
Changes:	

<i>How effective was the lesson’s introduction? Did the advance organizer have the three parts: 1) finds out a bit about what the audience knows, 2) lets them know where you are going with this object, and 3) arouses their curiosity or challenges them to think?</i>	
Keeps:	
Changes:	

<i>How well did the lesson use communication skills like enthusiasm, good eye contact, avoiding or defining jargon, positive body language, and more?</i>	
Keeps:	
Changes:	

- Critical Thinking Skills

<i>How well did the lesson communicate lower level information and ideas (knowledge, comprehension, application)? Higher level (analysis, synthesis)? Remember: "higher level" does not mean PhD dissertation level. Rather, it speaks to relevance to the audience and personal meaning-making.</i>	
Keeps:	
Changes:	

- Object-based Learning Skills

<i>Did the lesson incorporate close-looking at the object? Did it loop back to the object throughout the lesson? Were the people associated with the object discussed?</i>	
Keeps:	
Changes:	

**Methods Section**

- Planning

<i>How clearly expressed were the lesson's objectives? Were they expressed as the change that will occur in the audience after the lesson? Did they use action verbs? Were they clear and defined? Can they be demonstrated by the visitor?</i>	
Keeps:	
Changes:	

- Interpretive Framework

<i>How clearly and effectively did the lesson get at the big ideas associated with the object's design, function, and relationship to Marjorie Post? Were these big ideas stemming from the visual evidence gotten by closely-looking at the object?</i>	
Keeps:	
Changes:	

- Inquiry

<i>How effective were questions, listening, and responses in carrying the lesson along?</i>	
Keeps:	
Changes:	

- Assessment & Conclusion

<i>Did the conclusion and other indicators from the audience, such as responses to questions, reveal how well the objectives were met? Did the conclusion sum up what happened? Did the conclusion evaluate what the audience would take away?</i>	
Keeps:	
Changes:	

**Knowledge Section**

- The Collections

<i>How accurate and appropriate was the knowledge of the garden object? How well distilled was the information imparted?</i>	
Keeps:	
Changes:	

- The Visitors (audience)

<i>How well did the lesson recognize and flex to accommodate the visitor as learners?</i>	
Keeps:	
Changes:	

**Overall Comments**

*How do you feel overall about your object lesson? Overall comments, observations, take-aways from the experience?*

SAMPLE