

Ten-Minute Room Demonstration: 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 in the worksheet. 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 Room and Features Highlighted: [Click here to enter text.](#)
 Date of Presentation: [Click here to enter text.](#)
 Date Worksheet Completed: [Click here to enter text.](#)

Performance Criteria

Skills

- Communication Skills

<i>How effective was the introductory hook question? Did it grab the visitors' attention?</i>	
Keeps:	
Changes:	

<i>How effective was the lesson's introduction? Did the introductory advance organizer have these three components: 1) find out a bit about what the audience knows; 2) let them know where you are going with this lesson (your objectives), and 3) arouse 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 "features" section focus on objects like plants, statuary, etc. that best illustrate the garden room's important messages? Did the "features" section incorporate close-looking at the object(s)? Did that section continually loop back to the object(s)? Were the people associated with the object(s) discussed?</i>	
Keeps:	
Changes:	

Methods

- Planning

<i>How clearly expressed were the lesson's objectives? Were they phrased "As a result of participating in this lesson, visitors will be better able to..." in order to express 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 Frameworks

<i>How clearly and effectively did the lesson get at the big ideas of the room's design, features, and relationship to Marjorie Post and the museum today? Were these big ideas stemming from the visual evidence gotten by closely-looking at the object(s)?</i>	
Keeps:	
Changes:	

- Inquiry

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

- Transitions

<i>How well were transitions used? How well did they create a bridge or connection between ideas in different sections?</i>	
Keeps:	
Changes:	

- Assessment & Conclusion

<i>Did the conclusion sum up what happened? Did the conclusion include a question probing for take-aways from the audience? Did the conclusion and other indicators from the audience, such as responses to questions, reveal how well the objectives were met?</i>	
Keeps:	
Changes:	

Knowledge

- Design

<i>How well did the beginning of the lesson introduce visitors to the room—its design and how Post used it? How well did it serve as time to settle in and focus?</i>	
Keeps:	
Changes:	

- Features

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

Changes:	
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- Marjorie Post and the Museum Today

<i>How accurate and appropriate was the knowledge of the garden room's relationship to Marjorie Post and the museum today? 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:	

Other observations, comments.....

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