

TRAINING EVALUATION – Instructor Assessment

PART A. PRESENTATION INFORMATION		
1. COURSE TITLE	2. COURSE CONTROL #	3. COURSE DATES From _____ To _____
4. INSTRUCTOR	5. EVALUATOR	
6. AGENCY / PRESENTER	7. LOCATION City _____	

Please respond to ALL items in this evaluation. Use the space provided in Part E for additional comments as needed.

PART B. PROFESSIONALISM AND LEADERSHIP					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARDS	ABOVE STANDARD	N/A
1. MODELS PROFESSIONAL STANDARDS	<input type="checkbox"/> Instructor dresses inappropriately, displays a negative attitude, or belittles students.	<input type="checkbox"/> Instructor's attire does not meet conventional professional standards, at times displays an egotistical or sarcastic attitude, or is disdainful of students.	<input type="checkbox"/> Instructor is dressed professionally, refrains from using profanity, treats all students with respect, and displays a positive attitude.	<input type="checkbox"/> Instructor is dressed professionally, refrains from using profanity, communicates clearly using proper grammar, and is enthusiastic about teaching.	<input type="checkbox"/>
2. MODELS ETHICAL STANDARDS	<input type="checkbox"/> Instructor openly engages in unethical behavior and expressly or tacitly condones unethical behavior by others.	<input type="checkbox"/> Instructor engages in inappropriate or unethical behavior.	<input type="checkbox"/> Instructor models ethical behavior.	<input type="checkbox"/> Instructor promotes ethical behavior, and does not condone unethical behavior by others.	<input type="checkbox"/>
3. RESPONSIVE AND APPROACHABLE	<input type="checkbox"/> Instructor is critical or dismissive of student questions or input.	<input type="checkbox"/> Instructor is intent on following a specific lesson plan, not allowing sufficient time to address student needs or questions. Displays a demeanor that is not conducive to developing rapport with students.	<input type="checkbox"/> Instructor answers student questions, gives resources for further study, and makes him/herself available to assist students as necessary.	<input type="checkbox"/> Instructor responds to students' needs by adjusting the course of instruction, while also covering all necessary learning objectives. Gives students resources for further study and makes him/herself available to assist students.	<input type="checkbox"/>

PART C. MANAGEMENT SKILLS					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARDS	ABOVE STANDARD	N/A
1. TIME MANAGEMENT	<input type="checkbox"/> Instructor seems to have no concept of time as it relates to how much material must be covered. Takes very long breaks or takes breaks infrequently.	<input type="checkbox"/> Instructor has to rush through aspects of the course because too much time was spent on other aspects of the course, thus certain topics do not get covered.	<input type="checkbox"/> Instructor keeps to a time schedule that enables him/her to cover all necessary information.	<input type="checkbox"/> Instructor is able to adjust the instructional delivery to meet the student's needs while still remaining within the given time constraints.	<input type="checkbox"/>
2. LEARNING ENVIRONMENT MANAGEMENT	<input type="checkbox"/> Instructor does not manage the learning activities or environment in order to meet the course objectives.	<input type="checkbox"/> Instructor utilizes instructional materials in a limited or abbreviated fashion. Appears unaware of ways to adjust or adapt the learning environment to changing conditions.	<input type="checkbox"/> Instructor effectively and safely utilizes instructional materials and manages the learning activities.	<input type="checkbox"/> Instructor safely changes or adjusts the learning environment during the course of instruction in order to meet the students' needs and learning objectives.	<input type="checkbox"/>

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PART C. MANAGEMENT SKILLS <i>continued</i>					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
3. ORGANIZATIONAL SKILLS	<input type="checkbox"/> Class materials and equipment are not prepared in advance. Instructor lacks a clear plan for the class, and does not present the topics in a logical manner.	<input type="checkbox"/> Instructor has the needed materials and equipment, but wastes time finding what is needed. Has no clear plan or order in delivery of learning objectives.	<input type="checkbox"/> Instructor has class materials and equipment organized, has a clear plan for the course of instruction.	<input type="checkbox"/> Instructor has all learning materials and equipment ready when the students arrive, has a clear plan for instructional delivery, and coordinates activities and other instructors as needed.	<input type="checkbox"/>
4. INSTRUCTIONAL INTEGRITY	<input type="checkbox"/> Instructor lacks, or fails to follow, the course outline. Focuses on test performance over application of knowledge. Fails to meet all course objectives, and does not respond to student needs.	<input type="checkbox"/> Instructor covers the course objectives without regard to student learning. Is seemingly more sensitive to the instructional process rather than student learning needs.	<input type="checkbox"/> Instructor generally follows course outline while meeting course objectives. Is focused more on student application of knowledge, rather than mere test performance.	<input type="checkbox"/> Instructor applies all aspects of course outline in a flexible, student-centered manner while meeting all course objectives.	<input type="checkbox"/>

PART D. KNOWLEDGE AND EXPERIENCE					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
1. THOROUGH CURRENT KNOWLEDGE	<input type="checkbox"/> Instructor has no experience with, or knowledge of, the topic and relevant ethical issues. Cannot answer student questions.	<input type="checkbox"/> Instructor has less than a basic knowledge of the subject matter, has little or no experience in the topic, and has difficulty answering student questions.	<input type="checkbox"/> Instructor has sufficient general knowledge of the topic and relevant ethical considerations to deliver the course material and answer questions.	<input type="checkbox"/> Instructor has in-depth, detailed knowledge of the topic and relevant ethical considerations, and can answer questions in detail by drawing on personal experience and study.	<input type="checkbox"/>
2. RELEVANCE	<input type="checkbox"/> Instructor does not cover necessary course objectives. Digresses into material and topics not relevant to the course, such as off-topic “war stories” or political discussions.	<input type="checkbox"/> Instructor communicates the information to the class, but spends too much time on irrelevant “war stories.” Digresses into topics not relevant to the subject.	<input type="checkbox"/> Instructor communicates information relevant to the learning objectives.	<input type="checkbox"/> Instructor uses various examples, stories, and experiences that tie in to the information being taught in a manner that clarifies or expands on the learning objectives.	<input type="checkbox"/>
3. ADULT LEARNING SKILLS	<input type="checkbox"/> Instructor primarily uses lecture for instructional delivery.	<input type="checkbox"/> Instructor attempts to use some aspects of adult learning concepts, but stays mainly with lecture and PowerPoint.	<input type="checkbox"/> Instructor delivers the course material in a way that appeals to all types of learners.	<input type="checkbox"/> Instructor delivers information in ways that involve all types of learners, fully utilizes RIDEM principles: <ul style="list-style-type: none"> • Relevance • Involvement • Discovery • Experience • Modeling 	<input type="checkbox"/>
4. PSYCHOMOTOR SKILLS INSTRUCTION <i>(if applicable)</i>	<input type="checkbox"/> Instructor does not provide opportunities to practice skills and/or incorrectly, or unsafely, demonstrates skills to students.	<input type="checkbox"/> Instructor provides minimal opportunities for students to practice skills or merely instructs students to imitate instructor’s actions.	<input type="checkbox"/> Instructor effectively and safely demonstrates the necessary skills to students. Students receive sufficient time to practice skills and gain proficiency.	<input type="checkbox"/> Instructor effectively and safely demonstrates the necessary skills, and provides students with multiple opportunities to apply skills in various ways to enhance learning.	<input type="checkbox"/>

To enter additional comments, go to PART E (next page).

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POST 2-342 (12/2014) – SUPPLEMENTAL SHEET

PART E. ADDITIONAL COMMENTS (Please reference specific sections if applicable (Part B 1, Part D 3, etc.)