

Instructor Assessment Form

Instructor Name/Initials: _____ Assessed Course: _____

Evaluator Name/Initials: _____ Assessment Date: _____

INSTRUCTION EVALUATION		O = OBSERVED NO = NOT OBSERVED	
Did the instructor trainee: (min 10 points)	O	NO	Observations
1. Brief students on training materials	<input type="radio"/>	<input type="radio"/>	
2. Prepare instructional spaces. a. Arrive 30 minutes early to properly set-up the classroom and any breakout rooms. b. AV equipment to be tested before course start	<input type="radio"/>	<input type="radio"/>	
3. Prepare/check training devices/Wi-Fi and passwords. a. Confirm Wi-Fi password before training session begins. b. Internet availability should be confirmed in advance.	<input type="radio"/>	<input type="radio"/>	
4. Brief class on safety procedures a. Provide clear instructions on evacuation routes and muster points	<input type="radio"/>	<input type="radio"/>	
5. State <u>what</u> the student will learn in class. a. Overview each unit	<input type="radio"/>	<input type="radio"/>	
6. State <u>where</u> it fits into emergency management (EM) in Alberta a. Brief any prerequisites b. Explain how this course relates to other AEMA courseware (e.g., ICS 200 is before 300) c. Discuss applicable legislation and policies (e.g., LEMR, AEP, etc.)	<input type="radio"/>	<input type="radio"/>	
7. State <u>why</u> the course is important. a. Stress the significance of EM	<input type="radio"/>	<input type="radio"/>	
8. State <u>how</u> the student will be tested and passing grade. a. Explain if any testing will occur and how long students will have to complete b. Offer a clear understanding of what a passing mark is	<input type="radio"/>	<input type="radio"/>	
9. State duration of course a. Discuss the break times, mealtimes, and the duration of the course (e.g., 0830-1630, lunch 1 hr, etc.)	<input type="radio"/>	<input type="radio"/>	
10. Provides personal background and experience	<input type="radio"/>	<input type="radio"/>	
11. Allow students to introduce themselves with background and experience	<input type="radio"/>	<input type="radio"/>	
12. Breakdown the students into groups for future group activities a. If group work will be required, split the class into groups b. Consider separating previously established social groupings and evenly spreading experience levels	<input type="radio"/>	<input type="radio"/>	
13. Explain course admin (signin sheets, prior courses, certificates etc.) a. Provide guidance on cell phone etiquette b. Stress the importance of legibility when writing emails and personal details c. Brief students on the feedback survey at the end	<input type="radio"/>	<input type="radio"/>	
Core (min 9 points)			
14. Start and progress at student level a. Do not use acronyms or concepts students will not be familiar with (e.g., Do not expect an ICS 100 student to understand the principle of unified command)	<input type="radio"/>	<input type="radio"/>	
15. Identify main teaching points of course	<input type="radio"/>	<input type="radio"/>	
16. Emphasize teaching points	<input type="radio"/>	<input type="radio"/>	

17. Spend time relative to teaching points/steps/stages a. Balance time requirements and re-prioritize concepts if the class is off-schedule	<input type="radio"/>	<input type="radio"/>	
18. Give clear effective explanations and examples a. Employs the best examples b. Provides understandable explanations	<input type="radio"/>	<input type="radio"/>	
19. Use visual support effectively (PowerPoint/wall charts/videos/handouts) a. Visual aids should be accurate and up-to-date	<input type="radio"/>	<input type="radio"/>	
20. Use classroom response effectively a. Makes an effort to have participation from a wide array of students	<input type="radio"/>	<input type="radio"/>	
21. Use voice effectively a. Pitch and inflection points should vary b. Speaks at volume so everyone can hear	<input type="radio"/>	<input type="radio"/>	
22. Faces the audience and maintains eye contact	<input type="radio"/>	<input type="radio"/>	
23. Use professional body gestures and language a. Does not use profanity or off-colour remarks	<input type="radio"/>	<input type="radio"/>	
24. Verifies and clarifies when necessary a. Offers alternate examples or descriptions should students not understand an initial explanation	<input type="radio"/>	<input type="radio"/>	
25. Uses Instructor's Guide as a resource a. Does not read slides word for word b. Expands beyond what is displayed on-screen and in the speaking notes	<input type="radio"/>	<input type="radio"/>	
<u>Student Participation</u> (min 4 points)			
26. Provide meaningful participation early/often a. Maintains the course interest throughout by using participatory activities b. Uses varied participation techniques (e.g., offering other students an opportunity to address questions)	<input type="radio"/>	<input type="radio"/>	
27. Respectfully respond to questions a. Students should feel comfortable to ask questions b. Acknowledges participants' answers and responds positively	<input type="radio"/>	<input type="radio"/>	
28. Shows active listening strategies by repeating student questions before responding a. Does not interrupt or make judgments b. Handles off-topic questions respectfully c. Positively handles differences in opinion d. Questions handled thoughtfully	<input type="radio"/>	<input type="radio"/>	
29. Provides assistance to students as needed	<input type="radio"/>	<input type="radio"/>	
30. Correct errors as soon as possible a. Carefully explains any misunderstandings b. Acknowledges when they do not know the proper answer and finds the solution for the student as quickly as possible	<input type="radio"/>	<input type="radio"/>	
<u>Knowledge Confirmation</u> (min 2 points)			
31. Confirm learning by unit a. Summarizes and reviews course objectives at the end of each segment b. Asks what students have learned	<input type="radio"/>	<input type="radio"/>	
32. Confirm all main teaching points a. Reviews all key concepts	<input type="radio"/>	<input type="radio"/>	
33. Reviews areas of opportunity prior to testing (if applicable) a. Successfully uses discretion and observation to notice any concepts not fully grasped by students	<input type="radio"/>	<input type="radio"/>	
<u>Conclusion</u> (min 2 points)			
34. Summarize course highlights	<input type="radio"/>	<input type="radio"/>	
35. Explains what next courses are available	<input type="radio"/>	<input type="radio"/>	
36. If applicable, thanks host community for hospitality (e.g., facilities, parking, meals)	<input type="radio"/>	<input type="radio"/>	

Observed Competencies (check competencies observed)				(Min 8 points)			
37. <input type="radio"/> Enthusiasm towards course material <input type="radio"/> Encourages participation <input type="radio"/> Motivates students <input type="radio"/> Demonstrates interest towards students <input type="radio"/> Appropriately paces information <input type="radio"/> Displays professionalism				<input type="radio"/> Remains on-topic <input type="radio"/> Treats mistakes as learning opportunities <input type="radio"/> Confidently delivers course material <input type="radio"/> Creatively incorporates learning objectives into lessons <input type="radio"/> Skilfully facilitates group activities or exercises <input type="radio"/> Positive classroom management			
Testing (If Applicable) (min 3 points)				D	AO		
38. Notes the time allotted for test				<input type="radio"/>	<input type="radio"/>		
39. Explains what the passing mark is				<input type="radio"/>	<input type="radio"/>		
40. Uses current approved test for course				<input type="radio"/>	<input type="radio"/>		
41. Administer testing as per guidelines (explain if open book or not; where to put completed tests and documents, etc.)				<input type="radio"/>	<input type="radio"/>		
42. Mark tests and provide students with marks, and debrief if required or requested				<input type="radio"/>	<input type="radio"/>		
Principle of Instruction	D	AO	Applicable Points	Principle of Instruction	D	AO	Applicable Points
1. Preparation for Instruction	<input type="radio"/>	<input type="radio"/>	Points 1-13	5. Conclusion	<input type="radio"/>	<input type="radio"/>	Points 34-36
2. Introduction	<input type="radio"/>	<input type="radio"/>	Points 14-25	6. Observed Competencies	<input type="radio"/>	<input type="radio"/>	Point 37
3. Core	<input type="radio"/>	<input type="radio"/>	Points 26-30	7. Testing (If Applicable)	<input type="radio"/>	<input type="radio"/>	Points 38-42
4. Knowledge Confirmation	<input type="radio"/>	<input type="radio"/>	Points 31-33	Note: Instructor Trainee must meet the expectations of all 6 principles of instruction			
STRENGTHS list min 3				AREAS OF OPPORTUNITY list min 3			
1.				1.			
2.				2.			
3.				3.			
4.				4.			
5.				5.			

Meets observable training standard

Did not meet observable training standard

By signing this assessment, you as the instructor trainee are acknowledging the result of your assessment by the evaluator.

X

Instructor Signature

X

Evaluator Signature

EVALUATOR INSTRUCTIONS

1. This tool aims to provide the instructor trainee with the ability to see what they did well and identify areas of opportunities. This is an objective, assessment checklist so that the evaluator can observe if the instructor trainee can effectively deliver training material.
2. After all students have left the course area, the evaluator will ensure that the instructor trainee is fully debriefed on the assessment checklist.
3. Marking Principles of Instruction
 - a. The evaluator must use the scoring scale in the assessment blocks. As the evaluator sees the prospective instructor demonstrate criteria, the point should be checked. If the instructor trainee demonstrates the points per assessment block, they are assessed as an “O” in the column.
 - b. If an instructor trainee receives an “NO” in any of the assessment blocks, the evaluator is to provide a debrief. Every available chance by the evaluator should be taken to allow the instructor trainee to provide context to the area of opportunity.
4. Strengths and Areas of Opportunity.
 - a. The points are to be constructive in giving praise for the instructor trainee's strengths and what they should always continue to do when teaching. Ensure to add any feedback on how they can become an even better instructor. All notes should have direct examples from the course being taught.
5. Instructor Trainee Standard
 - a. Should the instructor trainee register more than three ‘not observed’ for the overall principles of instruction, they must run the entire training course again. If less than three areas of opportunity are identified, the instructor trainee may re-attempt only those specific areas again at another course.
 - b. Ensure as the evaluator that the instructor trainee signs the form after the evaluator's debrief. The instructor trainee is signing the form as an acknowledgment of the debrief and evaluation. The instructor trainee is not signing the form declaring that they agree with the assessment. If the prospective instructor does not meet the standard to instructor, this will be addressed in the *standards of course* document and the appeal process. This must be briefed to them before they leave the facility.