

Instructor Standards

This document outlines Evergreen Safety Council's standards for all instructors. These standards apply to all staff, contract, and ATP instructors. To earn your instructor certification for one of our programs, you must meet the qualifications outlined in this document.

These standards will be used to evaluate your teaching demonstration during the instructor training. Instructors must achieve at least a "2 - Meets standard" on all graded items in order to be certified. If you receive a "1" on one or more items, you will be given a chance to do a maximum of 2 additional teaching demonstrations.

Eligibility

You must meet the following requirements to be eligible to become an ESC-certified instructor:

- ☐ Must hold current and valid licenses and certifications
(Specific prerequisite certifications vary by program.)
- ☐ Must demonstrate sufficient knowledge and experience to teach the course
(Varies by program. Some programs require written proof of experience.)

Depending on the program and type of teaching agreement with ESC, instructor candidates may be asked to meet the following requirements:

- ☐ Pass a background check
- ☐ Submit a driving record
- ☐ Sign a professional services or instructor agreement
- ☐ Have a valid business license
- ☐ Carry required insurance

ESC policies and procedures

General policies

- ☐ Maintain a professional physical appearance
- ☐ If using an ESC company vehicle, comply with applicable company policies

Administrative responsibilities (if applicable—varies by program)

- ☐ Fill out rosters correctly
- ☐ Submit rosters on time
- ☐ Distribute certification cards to students in a timely manner
- ☐ Be able to access back-end systems when needed (Talent LMS, instructor materials)
- ☐ Retain tests and evaluations for required period

Professional development and oversight

- ☐ Instructor evaluations are provided to ESC upon request
- ☐ Participates in required ongoing professional development activities (audits, meetings, peer evaluations)
- ☐ Required ESC trainings (e.g. Values, Discrimination, and Harassment) are current

Curriculum policies

- ☐ Teaches ESC curriculum in full and as designed (no additions or subtractions)
- ☐ Adheres to required ESC testing procedures

Training environment

- ☐ Room is appropriate for teaching and number of students
- ☐ Computer and display are working and up to date
- ☐ Display can be clearly seen by all students
- ☐ Instructor can be clearly heard by all students

Are the desks or tables set up to facilitate learning?

- ☐ 1 - Does not meet standard
Desks or tables are missing or there are too few, and/or students cannot see the instructor or display from their seats.
- ☐ 2 - Meets standard
Students can sit comfortably at desks or tables while able to see instructor and display.
- ☐ 3 - Exceeds standard
Desk or table arrangement is comfortable and adds to the learning environment by providing opportunities for interaction and collaboration.

Technology skills

- ☐ Can troubleshoot basic tech issues
- ☐ Understands how to use PowerPoint
- ☐ If applicable, understands how to use Zoom to teach, including sharing screen, sharing video and audio, switching between applications while sharing, muting/unmuting/renaming students, managing the waiting room, using chat, using breakout rooms
- ☐ If applicable, can help students with basic Zoom features
- ☐ If applicable, can use ClassMarker to get exam link, monitor student progress

Teaching and facilitation techniques

Curriculum content

Knowledge of the curriculum

- ☐ 1 - Does not meet standard
Relies solely on slides or student handbook to convey knowledge (reads materials aloud)
Becomes confused or lost
- ☐ 2 - Meets standard
Facilitates the curriculum smoothly using own words
Demonstrates familiarity with concepts
- ☐ 3 - Exceeds standard
Facilitates the curriculum smoothly, in own words, and with confidence
Demonstrates deep familiarity with course material

Explaining concepts

- ☐ 1 - Does not meet standard
Does not give adequate explanations of concepts
Presents concepts in a confusing or disorganized manner
Uses jargon that students do not understand
- ☐ 2 - Meets standard
Explains concepts clearly using language that students can understand
- ☐ 3 - Exceeds standard
Explains the rationale behind concepts
Presents concepts in a scaffolded way (general to detailed)
Uses clear and simple language
Uses examples when helpful

Checking for student understanding

- ☐ 1 - Does not meet standard
Does not check for student understanding
- ☐ 2 - Meets standard
Checks if students understand key concepts
- ☐ 3 - Exceeds standard
Is able to adjust teaching style and level to the students in each class

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Answering student questions about the curriculum

- ☐ 1 - Does not meet standard
Cannot answer student questions that pertain to the curriculum
- ☐ 2 - Meets standard
Can answer student questions that pertain to the course material
- ☐ 3 - Exceeds standard
Answers student questions in detail

Does not provide subjective answers to questions not covered in the curriculum

- ☐ 1 - Does not meet standard
*Provides definitive answers based solely on personal practice or experience
Contradicts or undermines ideas presented in the curriculum*
- ☐ 2 - Meets standard
*Does not provide answers solely based on personal practice
Adheres to the information provided in the curriculum*
- ☐ 3 - Exceeds standard
*Does not provide answers solely based on personal practice
Skillfully handles questions to which an answer is not provided in the curriculum, while
adhering to curriculum standards*

Use of training aids

- ☐ 1 - Does not meet standard
*Does not use training aids at all, or does not use them as intended
Uses non-ESC approved training aids or materials*
- ☐ 2 - Meets standard
Demonstrates familiarity with slides and other training aids
- ☐ 3 - Exceeds standard
Uses slides or other training aids smoothly and confidently

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Facilitating in-class activities

- ☐ 1 - Does not meet standard
Does not explain directions clearly
Is not able to manage students during activities
- ☐ 2 - Meets standard
Explains directions clearly
Helps students if they are stuck
- ☐ 3 - Exceeds standard
Explains directions with confidence and charisma
Foresees student issues and has techniques for helping them in advance

Skills demonstrations

- ☐ 1 - Does not meet standard
Does not adequately demonstrate skills
- ☐ 2 - Meets standard
Demonstrates required skills clearly
- ☐ 3 - Exceeds standard
Demonstrates skills clearly, with charisma, and in a manner appropriate to the students' own skill level

Dealing with problems (technological, administrative, logistical)

- ☐ 1 - Does not meet standard
Is not able to solve problems
Gets very flustered when problems arise
- ☐ 2 - Meets standard
Handles problems calmly and is eventually able to figure out solutions
- ☐ 3 - Exceeds standard
Handles problems smoothly and is good at figuring out solutions

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Classroom management

Dealing with problems (technological, administrative, logistical)

- ☐ 1 - Does not meet standard
Is not able to solve problems
Gets very flustered when problems arise
- ☐ 2 - Meets standard
Handles problems calmly and is eventually able to figure out solutions
- ☐ 3 - Exceeds standard
Handles problems smoothly and is good at figuring out solutions

Dealing with problem students

- ☐ 1 - Does not meet standard
Is easily flustered by or does not know what to do with problem students
Handles problem students in an unprofessional manner
- ☐ 2 - Meets standard
Deals with problem students authoritatively and professionally
- ☐ 3 - Exceeds standard
Is often able to win over problem students

Time management

- ☐ 1 - Does not meet standard
Often has trouble staying on schedule
Class is unevenly paced
- ☐ 2 - Meets standard
Stays mostly on schedule; class is evenly paced
- ☐ 3 - Exceeds standard
Is able to smoothly adjust activities so that time spent is most effective for student learning, based on student abilities and class flow

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Group dynamics

- ☐ 1 - Does not meet standard
 - Not able to hold students' attention*
 - Does not shut down side conversations*
 - Cannot control class*
- ☐ 2 - Meets standard
 - Is able to make students pay attention and stay on task for the majority of class*
- ☐ 3 - Exceeds standard
 - Is able to actively engage students*
 - Class keeps itself on-task*

Cultural sensitivity

- ☐ Uses appropriate language

Discrimination awareness

- ☐ 1 - Does not meet standard
 - Creates an environment where not all students feel safe and welcome*
 - Shares examples, jokes, or other ideas that could offend*
 - Demonstrates clear preference for one type of student over another*
 - Is not able to accommodate students with language barriers or disabilities*
- ☐ 2 - Meets standard
 - Refrains from using any examples, jokes, or other ideas that could offend*
 - Treats all students with professionalism*
 - Accommodates students with language barriers or disabilities*
- ☐ 3 - Exceeds standard
 - Makes extra effort to make all students feel welcome and included*
 - Treats all students with kindness, respect, and professionalism*
 - Makes an effort to help students with challenges*

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Student engagement

Instructor introduction

- ☐ 1 - Does not meet standard
Does not introduce self or takes too long to introduce self
- ☐ 2 - Meets standard
Introduces self in a professional manner
- ☐ 3 - Exceeds standard
Introduces self in a timely, professional manner that also gives a "why" for their presence as instructor

Instructor body language

- ☐ 1 - Does not meet standard
Body language is defensive, nervous, or distracting
- ☐ 2 - Meets standard
Body language is neutral and appropriate
- ☐ 3 - Exceeds standard
Body language engages the students where appropriate

Getting to know the students

- ☐ 1 - Does not meet standard
Does not show interest in getting to know students
Does not adjust material or style to students' level
- ☐ 2 - Meets standard
Allows time for short student introductions, and is able to address any gaps in student knowledge if asked
- ☐ 3 - Exceeds standard
Shows genuine interest in getting to know the students and can adjust teaching to accommodate their skill and knowledge level

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Facilitating discussion

- ☐ 1 - Does not meet standard
Does not allow room for student participation or discussion
Answers own questions
Allows one student to dominate discussions
- ☐ 2 - Meets standard
Allows time for students to answer discussion questions
Calls on students if necessary
Makes an effort to involve whole class
- ☐ 3 - Exceeds standard
Skillfully creates opportunities for students to participate and learn from each other
Knows how to draw out quiet students

Asking good questions

- ☐ 1 - Does not meet standard
Asks the class a minimal amount of questions
Questions asked only have one right answer
Asks yes/no questions
- ☐ 2 - Meets standard
At regular intervals, asks the class questions that reinforce key concepts
- ☐ 3 - Exceeds standard
Uses spaced repetition to help students recall important terms and concepts
Asks questions that drive learning forward

Respect for student knowledge

- ☐ 1 - Does not meet standard
Does not allow for students to contribute knowledge
Is condescending
- ☐ 2 - Meets standard
Allows students to contribute knowledge to class
Treats them with respect
- ☐ 3 - Exceeds standard
Allows students to contribute knowledge to class, treats them with respect, AND is able to make even the least knowledgeable students feel valued

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Student participation

- ☐ 1 - Does not meet standard
*Spends almost all of the time lecturing
Rarely asks for students to participate*
- ☐ 2 - Meets standard
Asks for students to participate on a regular basis
- ☐ 3 - Exceeds standard
Student participation is central to the class; class is fun

Investment in student success

- ☐ 1 - Does not meet standard
Does not notice when student does not understand concept or needs help
- ☐ 2 - Meets standard
Allows opportunities for students to ask questions and clarify information
- ☐ 3 - Exceeds standard
Notices when students need help or do not understand concepts, often before the students ask for help