CL Practicum - Classroom Instructor Evaluation

DIRECTIONS FOR EVALUATOR

This checklist includes seven competencies which an instructor is expected to perform successfully while teaching a lesson in a classroom environment. Associated with each competency is a list of behavioral performance criteria which you will use as a guide when evaluating the instructor's performance.

EVALUATION INSTRUCTIONS

1. As you observe the class, evaluate the behavioral items by selecting "Yes" if the behavior occurred appropriately and "No" if the behavior should have occurred, but did not.

2. If there was no opportunity to observe a behavior, please disregard it when making your overall assessment of the competency.
    - ➢ For example, if no technological issues occurred, the behavior 'Quickly and appropriately handles any technological issues' is not relevant and <u>should not</u> be considered when assessing the competency.
    - ➢ **Use your best judgment**. If you observe students becoming distracted or tired, but the instructor never utilizes an energizer activity, the behavior 'Uses energizers as needed' will receive a rating of 'No' and <u>should</u> be included in your overall assessment of the competency.

3. These lists are not all-inclusive of behaviors that you may observe. In the spaces provided, make note of any additional positive or negative behaviors that you witness. You may also use these spaces to include any helpful comments, hints, or tips.

4. Once all of the behaviors under a competency have been evaluated, make an overall rating of the competency as either Satisfactory or Needs Improvement, using the following definitions as a guide:

    - ➢ **Satisfactory** - *Instructor meets more than 50% of the applicable performance criteria.*
    - ➢ **Needs Improvement (NI)** - *Instructor meets 50% or meets less than 50% of the applicable performance criteria.*

Important Note: Before the day of the evaluation, familiarize yourself with the lesson plan for the class you will be evaluating. Also, in order to have an understanding of the behaviors expected to be performed by the instructor, please review the seven competencies and their respective performance criteria.

Classroom Instructor Evaluation Checklist

Instructor Name: _____

Evaluator Name: _____

Name of Lesson: _____

Date: _____ Lesson Start Time: _____ Lesson End Time: _____

COMPETENCY: Training Preparation

PERFORMANCE CRITERIA	RATING
Sends any required materials out to students prior to class	____Yes ____No
Arrives prior to students arriving	____Yes ____No
Ensures proper classroom layout and seating arrangement	____Yes ____No
Ensures classroom temperature is comfortable	____Yes ____No
Ensures computer is turned on and working properly	____Yes ____No
Ensures projector is turned on and working properly	____Yes ____No
Ensures whiteboard/chartpack is clear and ready for training	____Yes ____No
Ensures availability of necessary supplies (markers, erasers, pens, etc.)	____Yes ____No
Uploads and opens PowerPoint prior to students arriving	____Yes ____No
Sets first slide on screen prior to students arriving	____Yes ____No

Overall Rating: _____ **Satisfactory** _____ **Needs Improvement**

Comments:

COMPETENCY: Creates a Conducive Learning Environment

PERFORMANCE CRITERIA	RATING
Welcomes students verbally as they enter the room	____Yes ____No
Stands at door to greet students	____Yes ____No
Appears genuine and enthusiastic	____Yes ____No
Informs class of his or her name	____Yes ____No
Offers brief introduction of self (education, experience, etc.)	____Yes ____No
Ensures students have required, up-to-date handouts	____Yes ____No
Uses appropriate icebreaker (if applicable)	____Yes ____No
Encourages student introductions	____Yes ____No
Orients students to facilities (restrooms, water, etc.)	____Yes ____No
Discusses course schedule	____Yes ____No

Classroom Instructor Evaluation Checklist

PERFORMANCE CRITERIA	RATING
Covers ground rules and expectations for class	____Yes ____No
Tells class what the lesson for the day will cover	____Yes ____No
Discusses learning objectives	____Yes ____No
Discusses motivator (WIIFM, relevancy of content, etc.)	____Yes ____No
Answers any questions	____Yes ____No

Overall Rating: ____ **Satisfactory** ____ **Needs Improvement**

Comments:

COMPETENCY: Communication and Presentation Skills

PERFORMANCE CRITERIA	RATING
Speaks clearly and articulates properly	____Yes ____No
Speaks at an appropriate pace	____Yes ____No
Speaks with vocal variety, rhythm, and emotion	____Yes ____No
Speaks at a reasonable volume	____Yes ____No
Emphasizes key points appropriately	____Yes ____No
Utilizes inclusive language	____Yes ____No
Uses natural and appropriate hand gestures	____Yes ____No
Makes eye contact with students	____Yes ____No
Does not display any distracting behaviors (clicking pen, jingling pockets, etc.)	____Yes ____No
Uses appropriate grammar (avoids words such as "ain't", and double negatives, etc.)	____Yes ____No
Avoids using filler words ("um", "uh", "like", etc.)	____Yes ____No
Does not display anxious behaviors	____Yes ____No
Displays competence in subject matter	____Yes ____No
Does not read directly from lesson guides or slides	____Yes ____No
Uses language appropriate for the audience (uses common words, spells out acronyms, etc.)	____Yes ____No
Creates positive impression (avoids using sarcasm, does not display boredom, avoids displaying defensiveness, etc.)	____Yes ____No
Displays a professional appearance	____Yes ____No

Overall Rating: ____ **Satisfactory** ____ **Needs Improvement**

Comments:

Classroom Instructor Evaluation Checklist

COMPETENCY: Questioning

PERFORMANCE CRITERIA	RATING
Utilizes Ask-Pause-Call technique when asking questions of the class	____Yes ____No
Utilizes Call-Ask-Pause technique when asking questions of individual students	____Yes ____No
Varies questions between the whole class and individual students	____Yes ____No
Routinely pauses for up to 5 seconds after asking a question	____Yes ____No
Restates questions for clarity when necessary	____Yes ____No
Answers student questions correctly	____Yes ____No
Redirects questions to class as teachable moment when appropriate	____Yes ____No
Varies questions among students; avoids calling on the same students	____Yes ____No
Uses probing questions when appropriate	____Yes ____No
Acknowledges pending questions and answers when it is appropriate	____Yes ____No
Responds appropriately to student responses	____Yes ____No

Overall Rating: ____ **Satisfactory** ____ **Needs Improvement**
Comments:

COMPETENCY: Implementing Activities

PERFORMANCE CRITERIA	RATING
Ensures student understanding of instructions prior to beginning an activity	____Yes ____No
Provides students opportunities to ask questions prior to beginning an activity	____Yes ____No
Answers all questions appropriately	____Yes ____No
Walks around class and observes students as they work on the activity	____Yes ____No
Provides assistance when needed	____Yes ____No
Sets appropriate time limits for activities	____Yes ____No
Uses visual aids effectively by not obstructing students' views	____Yes ____No
Stands to the side of visual aids while using them	____Yes ____No
Emphasizes key points on visual aids	____Yes ____No
Uses energizers as needed	____Yes ____No

Overall Rating: ____ **Satisfactory** ____ **Needs Improvement**
Comments:

Classroom Instructor Evaluation Checklist

COMPETENCY: Classroom Management

PERFORMANCE CRITERIA	RATING
Does not deviate from the lesson plan	____Yes ____No
Brings any off-topic discussions back on track quickly	____Yes ____No
Follows pace determined in lesson plan	____Yes ____No
Demonstrates awareness if lesson falls behind/ahead of schedule	____Yes ____No
Takes steps to get back on schedule when necessary	____Yes ____No
Generates equal participation among students	____Yes ____No
Takes proper steps to alleviate disruptions	____Yes ____No
Quickly and appropriately handles any technological issues	____Yes ____No
Improvises effectively if issues cannot be resolved	____Yes ____No
Avoids showing frustration at technological or behavioral issues	____Yes ____No

Overall Rating: _____ **Satisfactory** _____ **Needs Improvement**
Comments:

COMPETENCY: Assessment, Feedback, & Wrap-Up

PERFORMANCE CRITERIA	RATING
Provides motivational feedback to students for motivation	____Yes ____No
Provides developmental feedback to students for development	____Yes ____No
Feedback is balanced between motivational and directive	____Yes ____No
Provides effective remediation as needed	____Yes ____No
Reviews information learned in the lesson	____Yes ____No
Provides clarification as needed	____Yes ____No
Reminds students of key points in lesson	____Yes ____No
Provides opportunity to ask questions before assessment	____Yes ____No
Transitions into assessment when students are prepared	____Yes ____No
Explains instructions before administering assessment	____Yes ____No
Discusses Level 1 Survey at end of lesson if necessary	____Yes ____No

Overall Rating: _____ **Satisfactory** _____ **Needs Improvement**
Comments:

Classroom Instructor Evaluation Checklist

Overall Evaluation

The instructor must achieve a rating of satisfactory in all seven competencies to qualify as passing. Place a checkmark indicating the instructor's overall evaluation. Please provide any additional Remarks in the space provided.

_____ Passed all seven competencies

_____ Did not pass. Further improvement is needed (see remarks below)

In what competencies did the instructor perform well?

In what competencies does the instructor need further improvement?

Additional comments: