

# Evaluation of Instructional Methods

Instructor: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Location: \_\_\_\_\_

Course and #: \_\_\_\_\_ Lesson/Topic: \_\_\_\_\_ Date: \_\_\_\_\_

Teaching Level:     Practice I             Practice II             Interim I             Interim II             Routine

\*\*Evaluate the instructor in only **one** of the following areas:     Cognitive Development     Psychomotor Skills (Check one box and see respective area below.)

Scoring:	Meets standards .....	3
Does not meet standards or expectations .....	Exceeds requirements and consistently performs instructional tasks in a professional and competent manner .....	4
Attempts but does not completely meet requirements .....	Exceptional performance as an instructor. Performance is a model of quality and effectiveness .....	5

**Lesson/Teaching Preparation:**

- Learning environment is appropriate for the lesson
- Gains attention through appropriate introduction
- Starts lesson with a motivator to gain interest and focus
- Clearly states lesson objective(s) and relates to motivator
- Lists the main overview points and relates to the objective(s)

**Subtotal points:**

**\*\*Cognitive Development: (uses techniques of interactive discussion, demonstration, group activities, etc.)**

- Introduces new (unknown) knowledge, relates to old (known)
- Interests participants with various teaching styles/learning activities
- Encourages discussion, stimulates ideas
- Conducts lesson at a pace appropriate to student level/understanding
- Flows smoothly to new topics and relates to previous material
- \*Demonstrates knowledge related to lesson objective
- Concludes with review and summary of main points

**Subtotal points:**

**\*\*Psychomotor Skills: (applies knowledge by discussion, practice, demonstration, labs, evolutions, etc.)**

- Provides opportunities to learn through multi-senses at suitable pace
- \*Demonstrates ability; shows proficiency; models skills so all can see
- Develops skills in logical sequence, from simple to complex
- Gives instructions, guides/coaches practice; encourages imitation
- Provides time for practice to develop mechanics, confidence
- Ensures that all participants demonstrate all skills
- Concludes with review and summary of main points

**Subtotal points:**

**Learning Enhancement:**

- Uses appropriate instructional supplemental and support materials
- Varies questioning techniques; responds appropriately to questions
- Creates a non-discriminatory learning environment
- \*Demonstrates effective time management

**Subtotal points:**

**Discussion:** Review and reflect on teaching methods used when the instructor earns less than 3 points in an area under any category (see Learning-Teaching Goals below). Suggest or give examples of alternative methods, but always reinforce effective teaching techniques.

**Comments:**

**Self Presentation:**

- Appears neat, clean; dresses appropriately for presentation
- Engages learners in appropriate eye contact
- Paraphrases material; uses inclusive language
- Projects voice; uses expression, voice inflection
- Avoids/minimizes hesitation sounds (um, uh), fillers (okay), etc.
- Uses appropriate gestures/expressions for emphasis

**Subtotal points:**

**Program Facilitation:**

- \*Achieves objectives in cognitive development and/or psychomotor skills
- Adapts lesson and uses interactive participation to meet standards, guidelines
- \*Ensures safe environment; gives written and oral safety guides for skills/hazards
- Uses various teaching methods to provide many opportunities for participants to meet objectives and learn successfully
- Uses planned lesson to cover appropriate material in a given time
- \*Attends to administrative details

**Subtotal points:**

**Minimum required score: 84**

**Total Points Earned:**

\*Instructor must receive minimum score of 3 points in these categories. If the situation does not apply to the instructor (e.g., administrative details may be the responsibility of the lead instructor), assign the "meets standard" score of 3 points.

**Evaluator:** If the total points earned are less than the minimum required score, discuss ideas with the instructor for developing methods to improve. Encourage the instructor to perform a self-evaluation, adjust or change methods, and act on suggestions from formal and informal evaluations.

**Remember:** Score the instructor in only one category of Cognitive Development or Psychomotor Skills, whichever is predominant in the lesson.

**Learning-Teaching Goals:** Instructors who use a variety of cognitive and psychomotor teaching methods will have students also working in the affective domain. Developing the affective domain results in learners/emergency services personnel who will:

- Attend to instruction and learning with outcomes ranging from awareness to selecting critical information for immediate action
- Respond to, actively participate in, and react appropriately to instruction with interest; feel satisfaction from learning
- Learn the value of a particular behavior or action and adopt those values by demonstrating appropriate responses and behaviors
- Work with others to share different values and resolve conflicts
- Develop pervasive, consistent, predictable behaviors such as self-reliance, safety consciousness, cooperation, objective problem-solving, and discipline

Evaluator signature \_\_\_\_\_ Date \_\_\_\_\_ Instructor signature \_\_\_\_\_ Date \_\_\_\_\_

# Evaluation of Instructional Methods Comments Continued

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*Course and #:* \_\_\_\_\_ *Lesson/Topic:* \_\_\_\_\_ *Date:* \_\_\_\_\_

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**Subtotal points:**

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Varies questioning techniques; responds appropriately to questions  
Creates a non-discriminatory learning environment  
\*Demonstrates effective time management

**Subtotal points:**

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**Comments:**

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Evaluator signature

Date

Instructor signature

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Comments Continued**

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