CRIMINAL JUSTICE INSTRUCTOR EVALUATION

Criminal Justice Standards Division

Post Office Drawer 149 Raleigh, NC 27602 (919) 661-5980 Fax (919) 779-8210

Signature of In-Service Coordinator

Sheriffs' Standards Division

Post Office Box 629 Raleigh, NC 27602 (919) 779-8213 Fax (919) 662-4515

Form F-16 (Rev. 10.10.13)

Instructor's Printed Name:	Date of Birth: Certificate #:
Evaluator's Printed Name:	
Accredited Institution/Agency:	
Indicate Type of Course: BLET In-Service D	OOC Instructor Radar/TDS Detention Officer TeleComm
Block of Instruction:	Location of Instruction:
Total Hours of Instruction:	Date(s)s of Instruction:
Overall Evaluation Value:	Acceptable
(From Cumulative Total on Back)	Unacceptable
Instructor's Signature:	Date:
Evaluator's Signature:	Date:
Agency Name:	Agency Phone:
Comments:	
Criminal Jus	tice Instructor Evaluation
To Be Completed in Commission Accredited Training C	Courses or Commission Recognized In-service Training courses
I certify that the lesson plan for this block of instruction has A copy of the lesson plan is on file in this office.	s been reviewed and found to be in compliance with 12 NCAC 9B .0303(h).
Signature of Certified School Director	Date

Date

Instructor	Evaluator		Date
Assi	ion Form for Commission Training gn a value for each item. Values shoul o/Unacceptable 1 = Marginal	ld be	assigned in accordance with this scale: 2 = Acceptable 3 = Above Average
2 3 B. Verbal Skill 1 2 C. Physical Ap 1 2 3 4 5	Projection Articulation Speech Rate Fluency Clarity pearance & Mannerisms Attire Posture Body Language Eye Contact Movement halities of the Instructor Knowledge Self-Confidence Tact Enthusiasm Sensitivity JAL STRATEGIES stions Utilizes good questioning techniques Stimulates and encourages discussion	B. C.	Student Involvement 1 Encourages class participation 2 Maintains student attention 3 Engages all students Organization 1 Arranges classroom for maximum effect 2 Has all training tools/items ready 3 Instructor prepared for class and lesson Control and Discipline 1 Maintains proper behavior and orderliness in the classroom 2 Stimulate discussion/involvement but remain in control 3 Handles class disruptions/problems 4 Receives/exchanges effective feedback 5 Ensures active student participation Selection and Use of Training Aids 1 Relates to training objectives 2 Use training aids when scheduled 3 Effectively uses necessary training equipment Total Points Scored (Passing Score = 64 points)
Comments:			

^{**}Instructors cannot use "Final Testing" for commissioned courses towards their instructor certification renewals. Examples of final testing include: Final POPAT/Final Fitness Assessment; Final Testing for Driver Training; Final Testing for SMI/80 Minute Evaluation for Instructor Training; Final Testing for Firearms Qualification and Re-Qualification; and Final SCAT Testing.

PRESENTATION EVALUATION CRITERIA

Rating System:

0 = Did Not Do/Unacceptable

1 = Marginal

2 = Acceptable

3 = Above Average

I. Instructional Ability

	Performance Factors	Guidelines for Performance Ratings
A.	Voice Quality	A. Voice Quality
1.	PROJECTION – Students do not have to strain to hear the instructor.	0 = Unacceptable - Fails to meet requirements; rasping, shrill, strident, or inaudible.
3.	ARTICULATION – Instructor uses proper pronunciation and speaks clearly and distinctly – does not have "lazy speech" habits. SPEECH RATE – Interesting rate of delivery – too slow is boring and too fast is difficult to comprehend.	 1= Marginal – Barely meets minimum standards; may be somewhat monotonous, noticeably high or noticeably weak; may exhibit undesirable mannerisms; e.g., affection stilted manner. 2 = Acceptable – Natural; adequate volume; clearly above minimum standards; may be somewhat lacking in color and range; voice may fade occasionally. 3 = Above Average – Well modulated, pleasing and
		distinct, appropriate variety in pitch and volume; conveys interest and enthusiasm, uses emphasis as appropriate.
В.	Verbal Skill	B. Verbal Skills
1.	FLUENCY – Instructor has sufficient command of the English Language to present his/her ideas to the class without exceeding the student's level of comprehension.	0 = Unacceptable - Very deficient in grammar or vocabulary; uneven, excessively choppy speech, too rapid, too slow and drawling; noticeably defective; e.g., lisping, stuttering, frequent mispronunciations.
2.	CLARITY — Instructor is able to express his/her thoughts in a manner easily comprehended by the class.	 1 = Marginal - Slurred; not articulate; may grope for words; choppy - many pauses; limited vocabulary; repeats pet words and phrases; uses slang, uses words beyond the comprehension of the class; careless use of English.
		2 = Acceptable - Speaks without difficulty; free from undesirable speech habits; makes few errors in English usage; uses reasonably good choice of words; uses appropriate inflection and emphasis.
		3 = Above Average – Speaks with ease and precision, conversational, with information correctness; good choice of words; fluent expression.

C. Physical Appearance and Mannerisms

- 1 **ATTIRE** Dress is appropriate for the learning environment.
- 2. **POSTURE** Does not frequently lean on wall or furniture, "slouch" in chair, or become "excessively" informal to the detriment of the presentation.
- 3. **BODY LANGUAGE** Uses hands, head and body effectively to communicate ideas is not rigid or wild with gestures.
- 4. **EYE CONTACT** Maintains eye-to-eye contact with class does not talk to ceiling or floor.
- 5. **MOVEMENT** Uses movement to enhance effectiveness of presentation.

C. Physical Appearance and Mannerisms

- 0 = Unacceptable Untidy in dress and personal care; posture or bearing poor; gestures stilted; meaningless, or affected; stares at floor, ceiling, or one spot in the room; continually shifts eyes without fixing on an individual; depends completely on notes; possesses extremely distracting mannerisms; movements awkward, repetitious, or meaningless.
- 1 = Marginal Somewhat careless in attire; details of personal care show neglect; posture or bearing deficient gestures infrequently; stays rooted to one spot; gestures bordering on the stilted or affected; indecisive often loses eye contact; frequent distracting mannerisms; movement often affected, stiff, unnatural, or excessive.
- 2 = Acceptable Acceptably neat and well groomed; details of personal care satisfactory; adequate posture and bearing. Gestures typically natural and meaningful; usually decisive; usually maintains eye contact; occasional distracting mannerisms in evidence; body movement which serves only as an outlet for nervous energy.
- 3 = Above Average Dress and person very neat, clean and well groomed; good posture and bearing; gestures appropriate, natural, purposeful; eye contact, consistently maintained, encompasses entire class, completely free from distracting mannerisms or movements and actions; movements purposeful and natural; few unplanned and random movements.

D. Personal Qualities of the Instructor

- 1. **KNOWLEDGE** Sound understanding and familiarity with subject matter taught.
- 2. **SELF-CONFIDENCE** Projects air of authority and confidence in his/her ability and knowledge.
- 3. **TACT** Is tactful in interpersonal dialogue, not authoritarian.
- 4. **ENTHUSIASM** Projects genuine enthusiasm in his/her presentation and real concern for the student's training.
- 5. **SENSITIVITY** Is aware of and responsive to individual personality differences of the students. Is not impersonal or sarcastic to class members.

D. Personal Qualities of the Instructor

- 0 = Unacceptable Fundamental knowledge lacking; appears devoid of related information; frequent errors of fact; many ambiguities and many misleading statements; sometimes bluffs to cover up inadequacies; avoids answering direct questions. Emotionally unstable; seems to say the wrong thing; uncouth or impolite; flustered, hurried; strained and impatient, negligent, critical and faultfinding; either unfriendly or too familiar.
- 1 = Marginal Information bordering on the inadequate; information disjointed, superficial, occasional errors in fact, occasional ambiguities and misleading statements. Somewhat oversensitive; easily upset; unconventional in terms of polite practices; aloof, impatient, hesitant; timid, apologetic.
- 2 = Acceptable Knowledge limited to specific area of teaching responsibility but clearly adequate for present teaching duties; average command of information in instructional field; organized. Emotionally stable but somewhat upset by the unexpected; usually patient; civil; conforms to conventional practices; somewhat serious, reserved, or exacting; generally says the wise thing; consistent; moderately firm.
- 3 = Above Average Accurate and well-organized knowledge of field; a strong background being taught; comfortable knowledge of related fields; uses variety of illustrative materials. Cheerful; well balanced; courteous; poised, tries to be objective, tactful; friendly, with an understanding, adult point of view, decisive; displays sense of humor; confident.

II. Instructional Strategies

A. Use of Questions	A. Use of Questions
UTILIZES GOOD QUESTIONING TECHNIQUES Uses questions to develop student knowledge, identify weaknesses, and build confidence. Does not ask "Does anyone know" or "Yes/No" questions. 2. STIMULATES AND ENCOURAGES DISCUSSION Uses questions effectively to encourage student participation but remains in control of class. 3. RESPONSE TO STUDENT QUESTIONS — Responds to student questions in a positive manner; understands and gives clear answers.	 Unacceptable - No evidence of planning; questions unsuited to class situation because of irrelevance, vagueness, or vocabulary level; student questions discouraged, questions fragmentary or inconsequential; handles responses poorly; often misunderstands student questions or the reason for the confusion that prompted the question. Marginal - Inadequate planning in questions call for little student thought; questions not well distributed frequently violates mechanics of asking questions; questions poorly framed; responses not fully exploited; students afforded very limited opportunity to ask questions; sometimes fails to understand student questions. Acceptable - Questions reasonably well formulated and understood by students; uses some thought provoking questions; mechanics of questioning satisfactory; student questions and responses handled adequately. Above Average - Evidence of careful planning for the use of questions; generally effective student responses; framed thought provoking questions; uses correct procedures; distributes questions and provides excellent answers. Student Involvement
encouraged – not a straight lecture situation. 1. ENCOURAGE CLASS PARTICIPATION 2. MAINTAINS STUDENTS ATTENTION SPAN 3. ENGAGES ALL STUDENTS EFFECTIVELY	 Unacceptable- Instructor unable to obtain participation or instructor unwilling to encourage participation; students sullen or rebellious; students hesitant or afraid to take part because of poor instructor-student rapport; instructor obviously unable to generate interest, students bored, restless or inattentive. Marginal – Environment created by instructor fails to elicit general interest and participation; participation obtained by compulsion; instructor depends upon a few aggressive students for reaction; timid and weak students not responding; imbalance in student-instructor active participation; student interest and attention marginal; lapses in attention are frequent and sustained. Average – Real interest in participating aroused in most students; adequate balance of student-instructor active participation; consistent method used. Instructor active participation; consistent method used. Instructor attends more to capable self-confident students. Students interested and attentive with only occasional and temporary lapses. Above Average = Participation spontaneous; students with the instructor all the way; excellent balance of student-instructor active participation. Students interested, lapses in attention rare.

C. Organization – Starts all sessions promptly. Classroom, handouts, AV aids, tools, etc., ready before class starts.	C. Organization
SETS UP PRESENTATION/EQUIPMENT FOR MAXIMUM EFFECT HAS ALL TRAINING TOOLS/ITEMS READY	0 = Unacceptable - No consistent practices; routines poorly managed; materials of instruction unavailable when needed; continuous confusion; seating arrangements inappropriate for type of lesson.
3. INSTRUCTOR PREPARED FOR CLASS AND LESSON	 1 = Marginal - Some time confusion, materials of instruction on hand but not in order; only token attention given to physical conditions; classroom and seating arrangements marginal. Instructor could have planned more and not well prepared.
	2 = Average - Classroom orderly; routines satisfactorily managed; materials of instruction available and arranged; some attention paid to physical conditions; room and seating arrangement adequate. Managed time correctly. Instructor prepared and teaches all segments in the allotted time.
	3 = Above Average - Training environment well managed. Special attention given to physical conditions; instructional materials available and ready to use; training environment suited to instruction; seating arrangements carefully planned. Time meticulously managed.
D. Control and Discipline	D. Control and Discipline
D. Control and Discipline 1. MAINTAINS PROPER BEHAVIOR AND ORDERLINESS IN CLASSROOM. 2. STIMULATES DISCUSSION/INVOLVEMENT BUT REMAINS IN CONTROL.	D. Control and Discipline 0 = Unacceptable - Disrespect and disorder in evidence; instructor not aware of centers of difficulty; lacks ability to individualize problem areas; uses ridicule; sarcasm, threats to maintain/regain control; neither asks for or gives feedback to or from the class; does not require students to participate in training.
 MAINTAINS PROPER BEHAVIOR AND ORDERLINESS IN CLASSROOM. STIMULATES DISCUSSION/INVOLVEMENT BUT REMAINS IN CONTROL. HANDLES CLASS DISRUPTIONS/PROBLEMS. RECEIVES/EXCHANGES EFFECTIVE FEEDBACK. 	0 = Unacceptable - Disrespect and disorder in evidence; instructor not aware of centers of difficulty; lacks ability to individualize problem areas; uses ridicule; sarcasm, threats to maintain/regain control; neither asks for or gives feedback to or from the class; does not require
 MAINTAINS PROPER BEHAVIOR AND ORDERLINESS IN CLASSROOM. STIMULATES DISCUSSION/INVOLVEMENT BUT REMAINS IN CONTROL. HANDLES CLASS DISRUPTIONS/PROBLEMS. RECEIVES/EXCHANGES EFFECTIVE 	 Unacceptable – Disrespect and disorder in evidence; instructor not aware of centers of difficulty; lacks ability to individualize problem areas; uses ridicule; sarcasm, threats to maintain/regain control; neither asks for or gives feedback to or from the class; does not require students to participate in training. Marginal – Disciplinary problems are minor; instructor recognizes centers of difficulty but deals with them ineffectively; has difficulty maintaining control of class; pays no attention to feedback from the class or gives ineffective or insufficient feedback; requires minimum

E. Selection and Use of Training Aids

- 1. **RELATES TO TRAINING OBJECTIVES** Ties material directly to the training objectives and emphasizes the appropriate material.
- SUFFICIENT NUMBER OF AIDS Aids should not be distracting.
- 3. **EFFECTIVELY USES NECESSARY TRAINING EQUIPMENT** Training aids are appropriately placed in lesson plan and used when called for.

E. Selection and Use of Training Aids

- 0 = Unacceptable Training aids inadequate or lacking; aids fail to illustrate the point; instructor and class unprepared for use of aids; aids used as crutches, aids do not augment verbal instruction; aids handled in a clumsy fashion; explanation sketchy and insufficient; videos not introduced, or used effectively. Used an excessive amount of slides.
- 1 = Marginal Weak judgment in selection of types of aids; incomplete preparation for use; aids solely used as "eyewash;" transition between aids lacks smoothness; mechanics of using aids occasionally mishandled; used the minimum number of training aids; displayed aids at the wrong time.
- 2 = Acceptable Training aids adequate Illustrate the point; evidence of preparation and acquaintance with the aids; aids introduced at proper time and used with satisfactory skill.
- 3 = Above Average –Well prepared for the use of aids; aids smoothly displayed; aids integrated into lesson; excellent accompanying explanation, mechanics of use of aids well handled.