

DRAFT

# Training and Education Division Instructor Quality Assurance Program

For Training Partners and State and Local Governments

*Draft: June, 2007*



Homeland  
Security

## **The Instructor Quality Assurance Program (IQAP)**

The purpose of the Instructor Quality Assurance Program (IQAP) is to ensure that all instructors who conduct Training and Education Division (TED) approved courses meet a set of standards and follow protocols that will contribute to their effectiveness in the classroom. The standards and protocols presented in this document standardize the selection, orientation, monitoring, and professional development of all instructors who present on behalf of the Training and Education Division. All training partners who develop and deliver training on behalf of the Training and Education Division must ensure that their instructors meet the standards and follow the protocols of the IQAP.

A successful instructor quality assurance program (IQAP) requires effective hiring protocols, ongoing monitoring, and continued professional development. It is imperative that training partners develop standards and processes that follow the guidelines established in this document to ensure that individuals selected to become instructors possess the necessary knowledge, skills and abilities to deliver quality instruction and maintain their skills.

### **I. Selection of Instructors**

Selection of qualified instructors should be based on the following criteria:

- Education
- Experience/Technical Expertise
- Special Qualifications
- Certifications and Licenses
- Instructor Competencies

Training partners must develop formal instructor requirements that spell out the criteria which must be met for each course.

#### **Education**

Each training partner should determine the minimum formal education that is required to instruct a particular course. In lieu of formal education, the training partner may substitute experience, occupation-related certificates, on-the-job training, etc., according to its established policies and procedures or practices. Minimum educational requirements should be established for each course. These standards should be realistic and related to the course instruction.

#### **Experience/Technical Expertise**

In order to select appropriate instructors, training partners should establish the type and level of expertise needed to instruct each course. Based on the level of expertise needed, training partners should establish the minimum years of experience required to instruct a

particular course. Instructors should be chosen to deliver training based on knowledge and experience as it relates to course technical requirements. As with educational requirements, technical expertise and years of experience should be realistic so as not to unnecessarily screen out qualified applicants. Requirements for experience and technical expertise must be clearly designated in the formal instructor requirements for each course.

Special Qualifications: If special qualifications are required to instruct a TED-sponsored course, they should be specified in the formal instructor requirements.

### **Certifications//Licenses**

Some courses may require specific certifications or licenses. In such cases, requirements for certifications and licenses must be clearly designated in the formal instructor requirements for each course. If none are required, the instructor requirements should specify so. Training partners should establish procedures to verify credentialing for accuracy and currency and take steps to prohibit instructors whose credentials are dated or expired.

### **Instructor Competencies**

TED has adopted five competency categories which instructors should meet before being used. A list of the competency categories and ratable items contained in each category can be found in Appendix B. Training partners should require the applicant to conduct a “teach-back” session to demonstrate that he/she can perform successfully in all categories. An individual must be able to perform these minimum capabilities satisfactory before being allowed to deliver TED training.

This is important because quality education requires that instructors know how to effectively impart the information, in addition to being knowledgeable and having technical expertise. If an applicant does not have adequate teaching experience or does not perform the competencies acceptably, the training partner must require successful completion of a recognized instructor development course. The following are recognized National or State level instructor development courses:

- Programs meeting NFPA 1041- Standards for Fire Service Instructor Professional Qualifications, 2002 Edition, and Fire Instructor Level I OR II including those accredited by IFSAC OR the Pro Board
- Specialized Training Certification Program or State Fire or Police Academy Instructor programs
- Program as offered by the Military or a State’s Commission on Peace Officer Training (POST)
- Standards and Training or Possess certification from an approved formal instructional training program (i.e. ASTED, CTTI, FLETC, College, Private industry); or have a valid teaching certificate

- Louisiana State University (LSU) Instructor Development Course. (Approved by TED)
- Center for Domestic Preparedness (CDP) Instructor Development Course (Approved by TED).

## **II. Instructor Orientation**

Prior to delivering TED-sponsored courses, newly hired instructors should be required to 1) attend and participate in at least one class of the course(s) they have been designated to teach, and 2) be required to conduct a practice session of the assigned course(s) in which his/her knowledge and skills are evaluated by the training partner. The purpose of attending the course prior to teaching is to allow the new instructor to observe how the course is taught, how terminal and enabling objectives are presented, and to familiarize the new instructor with the course material and administrative procedures for which the new instructor will be responsible.

The purpose of conducting a practice session is to provide feedback to instructors in areas where they need to improve. To accomplish this, the training partner should designate an approving official to observe the instructor conducting the course in a classroom setting prior to permitting him/her to instruct without supervision. The role of the approving official is to approve instructors that deliver TED courses. The approving official should rate the individual to ensure he/she performs successfully in all five competency categories and their associated rated items as referenced in Appendix B. The observation can also be satisfied by having the approving official view a video of the individual instructing a class.

## **III. Monitoring**

Once instructors have met all of the requirements of selection and orientation, they should become part of an ongoing monitoring program designed to ensure instructional skills are maintained and that instructors continue to meet the minimum standards specified in these guidelines. Training partners are responsible for establishing a monitoring and remediation guidance and/or policy for their instructors, which may be more stringent than TED guidelines. The guidelines should establish quality assurance rating standards and associated remediation actions. The five competency categories and their associated ratable items as referenced in Appendix B should be used by training partners when setting standards in their institutions. The policy should provide clear guidance on how often instructors will be monitored, the competencies they are being rated against, and what actions will be required based on quality assurance results and evaluation statistics.

The Training and Education Division will conduct random instructor audits to ensure quality instruction of courses and that instructors continue to meet minimum standards set forth within these guidelines. At a minimum, training partners should monitor a random sampling of their instructors annually, the percentage of which should be specified in their policies and procedures. Instructors should complete a refresher course as needed to

maintain instructional effectiveness. These courses can be sponsored by the Training Partner or offered by a recognized source as referenced previously.

Training partners must provide the TED with a copy of its internal monitoring and remediation policy prior to delivery of its first course to the public. Training partners already delivering courses on the date of release of the IQAP must provide a copy of its policies and procedures to their Program Managers within 60 days of the date of release of the IQAP.

#### **IV. Professional Development**

Professional development is critical to maintaining a highly effective cadre of instructors. Toward that end, training partners should encourage instructors to participate in professional development opportunities. Although resources may not always permit, training partners should also consider providing professional development opportunities to their instructors through ongoing training, conferences, workshops, and seminars.

#### **V. Evaluation**

All training partners are responsible for ensuring that their instructors administer Level 1 and Level 2 evaluations to all students and provide the results to the TED through the training partner. Results from these evaluations may be used to select instructors for audit as specified in Section VII of this document. Training partners must ensure the administration and prompt delivery of evaluation forms to the TED.

#### **VI. Record Keeping and Documentation**

Training partners will be responsible for maintaining records of instructors. These records should include:

- Resumes
- Formal instructional training or certifications they possess
- A list of the TED courses they are qualified to teach
  - With the formal instructor requirement for each course they are qualified to teach (as outlined in Section 1 of this document)
- Monitoring results and any actions taken as a result of monitoring

Training partners may be required to produce evidence of their efforts to maintain a cadre of qualified instructors.

#### **VII. TED Audit Program**

TED has established an Instructor Audit Program (IAP). Training partners that expend TED funds for course development and delivery may be audited. Instructors will be randomly selected for audit, or, if evaluation results are consistently low, an instructor may be selected for audit. If instructors consistently rate 3.5 or below on a five point scale of the Level 1 Evaluation or if Level 2 evaluation results show little or no improvement between pre and post test scores, the instructor may be selected for an audit.

The primary purpose of the Instructor Audit Program is to determine if instructors are meeting TED minimum standards. TED will conduct these audits to identify instructor's strengths or weaknesses in instructional delivery or subject matter knowledge and provide appropriate feedback to the training partner and instructor. The five competency categories and their associated ratable items, as referenced in this document, will be used to evaluate instructors through this program. It is the responsibility of the training partner to remediate instructors or to take appropriate action to ensure instructor quality and effectiveness remains high.

**Appendices**

**Glossary of Terms ..... Appendix A**

**Grants and Training Instructor Qualifications Standards (2006) ..... Appendix B**

## Appendix A, Glossary of Terms

**Instructor Renewal:** The regular review of an instructor's ability to maintain his/her minimum instructional requirements.

**Approval:** A designation that indicates an instructor has met the minimum instructional standards.

**Instructor:** A person who meets TED minimum standards to teach TED funded courses.

**Approving Official:** An individual with the authority to approve instructors to teach TED funded courses.

**Faculty:** A team composed of certified instructors and/or visiting professionals of varying knowledge, skills and abilities, tasked with the teaching of the terminal objectives of a course.

**TED Certified Course:** A training course sponsored, funded, and certified by TED.

**Approved Course:** A State or Federal training course developed or approved by TED.

**Professional Development:** An opportunity which enhances instructors' knowledge, skills, and abilities. Professional development may include, but is not limited to, seminars, workshops, recommended books, and Web sites.

**Monitoring-** An activity to oversee the instructors delivering TED training

**Sponsoring Agency**—an organization that carries out a project or activity

**Visiting Professional:** An instructor possessing special knowledge, skills, and/or abilities in a particular field. Although the *Visiting Professional* designation is training partner specific, the designation must always meet a specific instructional assignment. Although they function as part of the faculty, this instructor is still required to be certified. Examples of Visiting Professionals include:

- **Subject Matter Expert (SME):** An instructor who, by virtue of position, education, training, or experience, is expected to have greater than normal expertise or insight relative to a particular technical or operational discipline, system, task, or process.
- **Technical Expert:** An instructor who, by virtue of his or her specialized knowledge and experience, can explain, using competent demonstration, a technical matter that lies outside the understanding of the average layperson.
- **Scientist:** An expert in one of the sciences: biology, physics, chemistry, etc. A scientist studies the world, performs experiments, creates theories, and publishes his or her findings. Typically, a scientist holds a degree or post-graduate

qualification in a natural or physical science obtained prior to appointment, followed by on-the-job training.

- **Master Performer:** An *SME* or *Technical Expert* who, by virtue of his or her specialized knowledge, training, and experience has demonstrated expertise in their specialty.

**TED Certified Funded Courses**—Courses that have met the TED review process and have been certified by the Director of Grants and Training.

**TED Approved Courses**---State or Federal courses that have met TED review requirements and have been approved by the Director of Grants and Training.

### **Training Disciplines for Grants and Training**

1. Law Enforcement
2. Emergency Medical Service
3. Emergency Management
4. Fire Service
5. Hazardous Materials
6. Public Works
7. Government Administration
8. Public Safety Communications
9. Health Care
10. Public Health
11. Law Enforcement

## Appendix B, TED Instructor Qualifications Standards (2006)

### PREPARATION

#### Instructor Preparedness

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
1. Arrives on time and prepared to instruct.	<ul style="list-style-type: none"> <li>• Arrives in advance of lesson or instructor is in room, ready to teach at start time.</li> <li>• Has all required materials, supplies, equipment available ahead of time (e.g., student materials photocopied in advance; equipment is turned on and ready; supplies are available when needed)</li> <li>• Starts class on time.</li> <li>• Verifies that equipment is operational.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not arrive to class at start time.</li> <li>• Class is delayed while instructor sets up equipment and prepares materials.</li> <li>• Has not verified that equipment is operational.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not arrive early but results in no or minor delay to class.</li> <li>• Most of equipment, supplies and materials are available.</li> <li>• Has not addressed room deficiencies.</li> </ul>
2. Environment is appropriate for learning within instructor's control. (room arrangement, temperature).	<ul style="list-style-type: none"> <li>• Modifies (within constraints) placement of fans, equipment, seating, room temperature, etc. to compensate for noise or other room deficiencies.</li> <li>• Configures room, within constraints, to facilitate discussions and promote visibility of flipcharts, screen, etc. from all angles of room</li> <li>• If needed, instructor uses a microphone (if available),</li> <li>• Charts and job aids posted as indicated in curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not modify (within constraints) placement of fans, equipment, seating, room temperature, etc. to compensate for noise or other room deficiencies.</li> <li>• Room is not visually stimulating and instructor does not post flipcharts and relevant job aids.</li> </ul>	<ul style="list-style-type: none"> <li>• Room is poorly configured, but instructor attempts to compensate to ensure visibility, comfort, and promote discussions.</li> <li>• Posts some charts, job aids required by curriculum.</li> </ul>

Ratable Item * Initial Information	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
3. Introduces him/herself and the course structure.	<ul style="list-style-type: none"> <li>Introduces self - Provides students with concise overview of instructional credentials.</li> <li>Provides a brief overview of course structure noting the relationship between the lessons/modules.</li> </ul>	<ul style="list-style-type: none"> <li>Only introduces self or course structure, or neither.</li> <li>Does not expound on how lessons build.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces self and course structure but does not provide credentials or lesson connection.</li> </ul>
4. Allows for student introductions.	<ul style="list-style-type: none"> <li>Conducts introductions</li> <li>Encourages students to identify past experience and current expectation(s) when introducing themselves.</li> <li>Respectfully moves introductions along when students expound upon experience in great length.</li> </ul>	<ul style="list-style-type: none"> <li>Omits from training.</li> </ul>	<ul style="list-style-type: none"> <li>Conducts introductions but does not encourage information or facilitate flow of information.</li> </ul>
5. Covers the student conduct/class ground rules.	<ul style="list-style-type: none"> <li>Describes conduct requirements in detail.</li> <li>Engages students in identifying additional ground rules that are important to them (optional)</li> <li>If in written form, allows students time to read.</li> <li>Establishes guidelines (e.g., students may stand if they need to, exceptions to rules, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Does not describe conduct/ground rules, and/or if in written form, does not permit time to read.</li> </ul>	<ul style="list-style-type: none"> <li>Partially describes conduct requirements.</li> <li>If in written form, allows students time to read but makes no further comment.</li> </ul>

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\* Initial Information: Items 3 through 5 above refer to information covered in the beginning of a course (first day) only. If an Instructor Auditor is evaluating lessons after the course introduction, items 3-5 will be rated as “not applicable.”

## CONTENT

### \*Lesson Introduction

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
6. Connects new information with prior knowledge, experience, or lessons. (review /tie-in).	<ul style="list-style-type: none"> <li>• Transitions between lessons</li> <li>• Relates information from previous lessons and/or</li> <li>• Relates lesson to job or student's prior experience</li> </ul>	<ul style="list-style-type: none"> <li>• Omits review/tie-in (Does not relate lesson information to prior learning or experience).</li> </ul>	<ul style="list-style-type: none"> <li>• Relates limited information to prior learning or student experience.</li> </ul>
7. Clearly states lesson objectives	<ul style="list-style-type: none"> <li>• States or has student state objectives.</li> <li>• Provides clarification, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Omits lesson objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to cover all lesson objectives.</li> </ul>
8. Briefly explains the contents of the lesson (overview).	<ul style="list-style-type: none"> <li>• Presents a “big picture” of what will be covered and how.</li> <li>• Describes sequence: “Start with lecture, class discussion, guided practice...”</li> <li>• Overview is concise</li> </ul>	<ul style="list-style-type: none"> <li>• Omits lesson overview.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents overview but is not a “big picture” (too much detail).</li> </ul>
9. Avoids teaching objectives in introduction.	<ul style="list-style-type: none"> <li>• Introduces and clarifies objectives without teaching information better left in body of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not limit instruction to introducing and clarifying lesson objectives.</li> </ul>	
10. Teaches content contained in lesson materials as prescribed.  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>• All content is covered.</li> <li>• Examples, illustrations, or instructor technique enhance (not replace) standardized materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Excludes much of content, including critical points.</li> <li>• Uses examples, illustrations or techniques as a substitute for lesson content.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical points are covered, but some content missing.</li> <li>• Examples, illustrations or techniques occasionally replace content.</li> </ul>
11. Uses training aids, instructional materials specified in instructor guide.	<ul style="list-style-type: none"> <li>• Uses standardized checklists, videos, reference materials/manuals, etc. required by instructor guide.</li> <li>• If materials unavailable, uses creativity to meet requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to use required instructional materials and aids as described for much of lesson.</li> <li>• Substitutes/replaces specified lesson materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses materials and aids most of the time.</li> </ul>

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\* Lesson Introduction: Items 7 through 11 above refer to information covered in a lesson introduction only. If an Instructor Auditor is not present to evaluate the start of a lesson, Items 7-11 will be rated as “not applicable.”

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
12. Refers participants to student materials when specified in instructor guide.	<ul style="list-style-type: none"> <li>• Advises students where to find information in student guide/materials when specified.</li> <li>• Promotes use of student materials even when not required.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not refer students to materials when specified.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally refers students to materials when required.</li> </ul>

Subject Matter  
Knowledge

13. Able to enhance lesson with relevant examples.	<ul style="list-style-type: none"> <li>• Able to use relevant personal experiences, analogies, additional examples.</li> <li>• Uses examples to clarify information.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not provide personal experiences, examples, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of examples, analogies, etc. is occasionally irrelevant or confusing.</li> </ul>
14. Responds to student questions confidently and accurately  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>• Responds to all questions with accurate information.</li> <li>• Is able to address all content-related questions.</li> <li>• Is able to refer non-content-related questions to appropriate source.</li> <li>• Response is consistent with SOP/written policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Hesitantly responds to most questions.</li> <li>• Unable to address most questions and requires guidance.</li> <li>• Information provided is confusing to students requiring them to seek additional guidance.</li> <li>• Information contradicts SOP/written policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally appears unsure of answer (e.g., uses prolonged “um’s” when responding to questions, looks at ceiling/floor while searching for answer, etc.)</li> <li>• When information is not known, instructor is able to learn information and report back to students.</li> </ul>

## DELIVERY

### Professionalism

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
15. Displays sensitivity to group's diversity. (ethnic, religious, age, gender, etc.)	<ul style="list-style-type: none"> <li>• Adjusts activities as necessary to accommodate group's diversity (handicapped – physical activities, same gender – pat-down procedures, etc.)</li> <li>• Exercises caution when addressing issues that may conflict with individual's ethnicity or religion (e.g., makes appropriate referrals-- inability to participate on certain days, or in activities, etc.)</li> <li>• Interacts with all students, not only a select few (gender, race, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Makes discriminatory remarks.</li> <li>• Makes jokes/remarks directed to certain groups.</li> <li>• Consistently uses sexist language (e.g., refers to pilots/ management as male, flight attendants/office administrators as female).</li> <li>• Requires student participation when potential diversity conflicts exist.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not overtly display unequal treatment, but remarks/actions could give appearance of stereotypes, favoritism, or exclusion (e.g., instructor consistently asks younger students less difficult questions; male instructor interacts only with female students, etc.)</li> </ul>
16. Dresses appropriately.	<ul style="list-style-type: none"> <li>• Instructor's attire meets written policy of local authority (<i>Note: When no written instructor dress policy exists, QA Monitor will consult with local authority if attire appears to be questionable.</i>)</li> <li>• Instructor's attire is appropriate for environment (e.g., poses no safety risks—no ties/loose articles not caught in equipment, closed-toe shoes requirement, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Attire is not appropriate, as described in written policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Attire is distracting (e.g., excessive jewelry that causes noise distractions, etc.)</li> </ul>

<p>17. Establishes positive rapport. (avoids defensiveness).</p>	<ul style="list-style-type: none"> <li>• Listens without interrupting, allows for input, interacts diplomatically.</li> <li>• Responds to all issues, questions with professional demeanor.</li> <li>• Does not ignore or belittle students.</li> <li>• Creates safe learning environment, protecting personal pride.</li> <li>• Treats students as adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Treats students callously.</li> <li>• Ignores or belittles students.</li> <li>• Allows student critiques to create conflict or hostility.</li> <li>• Does not allow for input.</li> <li>• Consistently interrupts.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not belittle or treat student callously but may cause conflict with response.</li> <li>• Occasionally interrupts.</li> </ul>
<p>18. Avoids open disagreements with agency procedures/policy.</p> <p><b><u>CRITICAL RATABLE ITEM</u></b></p>	<ul style="list-style-type: none"> <li>• Teaches TED policy.</li> <li>• Handles SOP/curriculum contradictions in a way that promotes the TED.</li> <li>• Avoids engaging in discussions about how policy “should” be.</li> </ul>	<ul style="list-style-type: none"> <li>• Openly disagrees with any agency procedure or policy.</li> <li>• States that s/he knows a better way.</li> </ul>	

Presentation Skills

<p>19. Maintains eye contact with entire class.</p> <p><b><u>CRITICAL RATABLE ITEM</u></b></p>	<ul style="list-style-type: none"> <li>• Maintains sustained eye contact (approximately 4-6 seconds per person).</li> <li>• Includes everyone in the group (rather than a select few).</li> </ul>	<ul style="list-style-type: none"> <li>• Looks over/above class.</li> <li>• Immerses self in script.</li> <li>• Darts eyes too quickly or stares.</li> <li>• Looks at slides or other materials most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally does not maintain sustained eye contact.</li> <li>• Occasionally spends too much time looking at slides or other materials without looking focusing back to the class.</li> </ul>
<p>20. Avoids distracters (excessive use of “crutch” words, distracting mannerisms, unnatural pacing).</p>	<ul style="list-style-type: none"> <li>• States content only, avoids excessive use of filler/”crutch” words (“um,” “ah,” “okay,” “all right,” etc.)</li> <li>• Uses pauses in place of filler/”crutch” words.</li> <li>• Avoids pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Excessively uses filler/”crutch” words (“ah,” “um,” “okay,” etc.)</li> <li>• Jingles keys or other objects.</li> <li>• Uses excessive gestures that are unnatural or distracting (e.g., jingling keys, tugging on hair, twirling reading glasses, etc.)</li> <li>• Constantly paces.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally uses fillers, distracting mannerisms.</li> <li>• Occasionally paces.</li> </ul>

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
21. Displays poise, enthusiasm, confidence.	<ul style="list-style-type: none"> <li>Projects commanding presence – voice has variation, firmness, volume; stands straight, has positive facial expressions.</li> <li>Displays positive, not overbearing demeanor.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates excessiveness (is overbearing or timid).</li> </ul>	<ul style="list-style-type: none"> <li>Fluctuates between timidity and confidence.</li> </ul>
22. Avoids reading lesson material verbatim (exceptions: quoted information, directions, etc.)	<ul style="list-style-type: none"> <li>Covers all content without reading lesson word for word.</li> <li>Reads when required.</li> </ul>	<ul style="list-style-type: none"> <li>Reads lesson material verbatim most of the time</li> <li>Maintains little or no eye contact due to reading.</li> <li>Teaches lesson only by reading from slides most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Fluctuates between teaching and reading verbatim.</li> </ul>
23. Uses voice effectively (volume, inflection, enunciation).	<ul style="list-style-type: none"> <li>Instructor clearly enunciates.</li> <li>Volume is appropriate (not consistently too loud or soft).</li> <li>Avoids monotonous delivery.</li> <li>Uses variation in volume or inflection to refocus attention or highlight key points.</li> </ul>	<ul style="list-style-type: none"> <li>Does not clearly enunciate most of the time (mumbles or slurs words),</li> <li>Students repeatedly announce they are unable to hear and/or Monitor is unable to hear from various areas of room.</li> <li>Voice is monotone most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Volume fluctuates, resulting in inability to hear on occasion.</li> <li>Occasionally does not clearly enunciate (mumbles or slurs words), resulting in students asking for clarification.</li> </ul>

<p>24. Uses movement and gestures appropriately.</p>	<ul style="list-style-type: none"> <li>• Gestures enhance content – serves as emphasis to points</li> <li>• Gestures are not distracting and repetitive – fluid, not stiff, artificial or locked</li> <li>• Uses movement to manage environment, discussions - focuses topic</li> </ul>	<ul style="list-style-type: none"> <li>• Gestures are consistently overly animated, repetitive or omitted (stiff presentation).</li> <li>• Does not use movement or gestures to enhance learning or emphasize points.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited gestures to emphasize content.</li> <li>• May at times be distracting due to repetition or misuse.</li> </ul>
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Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
25. Pace is not too fast/slow for audience.	<ul style="list-style-type: none"> <li>Follows times for lesson – does not rush through.</li> <li>Gives students sufficient time to take notes.</li> <li>Demonstrates awareness of differing levels of information processing –consistently assesses discussions, demonstrations, etc. to determine if more/less time is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Draws out lesson for a select few or rushes lesson for a select few.</li> <li>Does not adhere to timelines for lesson.</li> <li>Does not assess student learning to determine appropriate pace.</li> </ul>	<ul style="list-style-type: none"> <li>Pacing is occasionally too slow or too fast, but overall pace is steady.</li> <li>Limited assessment of student learning to determine appropriate pace.</li> </ul>
26. Avoids excessive use of “war stories”/irrelevant examples.  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>Examples and stories relate directly to lesson content.</li> <li>Examples and stories enhance content and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Repeatedly goes off on tangents.</li> <li>Examples and stories relate more to instructor than to content.</li> <li>Results in misuse of time.</li> </ul>	<ul style="list-style-type: none"> <li>Some examples are irrelevant to content.</li> <li>Most examples and stories enhance content.</li> </ul>
27. *Uses training media, visual aids, and equipment effectively.  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>Does not stand in front of projector when on</li> <li>Consistently faces class when speaking.</li> <li>Is able to navigate computer systems/ equipment.</li> <li>Prints large enough on flip chart for everyone to see.</li> <li>Slide on screen is always same as content being presented.</li> <li>Able to address equipment problems.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently blocks view by standing in front of screen, flipchart, or equipment.</li> <li>Consistently speaks to aids or equipment rather than to class.</li> <li>Prints too small on chart so back of room is unable to see</li> <li>Consistently forgets to move slide or flipchart forward – doesn’t match content.</li> <li>Appears to be unfamiliar with equipment and consistently struggles with operation.</li> </ul>	<ul style="list-style-type: none"> <li>Usually does not block view by standing in front of screen, flipchart or equipment.</li> <li>Occasionally speaks to aids or equipment rather than to class.</li> <li>Addresses most equipment problems; is able to navigate computer systems/equipment.</li> <li>Occasionally forgets to move slide or flipchart forward – doesn’t match content.</li> </ul>

\* Item 27 addresses the instructor’s effective use of training media, visual aids, and equipment; Item 1 addresses the instructor’s preparedness to instruct. If lack of preparation with the equipment is the reason for an instructor’s lack of preparedness, comment about the training aids in either Item 1 or Item #27, but do not penalize the instructor for the same deficiency in both.

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
28. Introduces and concludes videos/ films.	<ul style="list-style-type: none"> <li>• Interacts with students in introduction and summary.</li> <li>• Provides a brief, concise introduction designed to encourage attention.</li> <li>• Informs students of what they should look for.</li> <li>• Provides a brief conclusion of video and how it relates to lesson (Summarizes, asks questions, or leads discussion)</li> </ul>	<ul style="list-style-type: none"> <li>• Omits both introducing and concluding video.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentions video without providing introduction (“We are going to watch a film now” – no mention of what they will see or what to look for).</li> <li>• Provides limited or no introduction of video.</li> <li>• Limited interaction with students.</li> <li>• Provides limited or no conclusion of video.</li> </ul>
29. .Provides interim and/or final summaries for reinforcement.  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>• Provides a review of the lesson objectives.</li> <li>• Interacts with class to determine if objectives are being met.</li> <li>• At a minimum, assessment method is consistent with objective verb (list, state, discuss, demonstrate, etc.)</li> <li>• Interim summary: For longer lessons, instructor periodically summarizes what has been learned</li> <li>• Final summary is comprehensive.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not provide interim or final summaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Interim or final summaries are limited: <ul style="list-style-type: none"> <li>- Summaries are provided but include no interaction to determine if objectives are met.</li> <li>- At a minimum, assessment method is not consistent with objective verb (list, state, discuss, demonstrate, etc.)</li> </ul> </li> <li>• Final summary is not comprehensive.</li> </ul>

### Demonstration Skills

30. Introduces and performs demonstrations in accordance with lesson materials.	<ul style="list-style-type: none"> <li>• Provides a brief overview of demonstration.</li> <li>• Describes the demonstration process while demonstrating.</li> <li>• Demonstration is not accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not introduce demonstration or</li> <li>• Does not demonstrate correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces and demonstrates correctly but fails to describe the demonstration process.</li> </ul>
31. Provides interim and/or final summaries for reinforcement.	<ul style="list-style-type: none"> <li>• Same requirements as interim/final summaries for lecture-based material in #31 above.</li> </ul>		
32. Emphasizes importance of safety (e.g., equipment, bag search, etc.)	<ul style="list-style-type: none"> <li>• Identifies safety issues and reinforces throughout lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not identify or reinforce safety issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides limited information regarding safety.</li> </ul>

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
33. Allows for student involvement/practice, if appropriate.  <i>(Note: Not applicable when unsafe to student or when equipment is not available)</i>	<ul style="list-style-type: none"> <li>Encourages student participation whenever possible.</li> <li>Creates problem-solving opportunities to enhance learning.</li> <li>Provides opportunities for student practice whenever possible.</li> <li>Involves students in monitoring activities whenever possible.</li> </ul>	<ul style="list-style-type: none"> <li>Focus is on instructor rather than student.</li> <li>Does not provide for student involvement or practice, even when possible.</li> </ul>	<ul style="list-style-type: none"> <li>Allows for limited involvement and practice.</li> </ul>

## SUPERVISION

### Supervision of Learning Environment

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
34. Clearly reviews exercise directions/ procedures.  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>If exercise involves demonstration or physical skill, instructor provides for both visual and verbal direction.</li> <li>Provides examples, if necessary, for further clarification.</li> <li>Is actively engaged during exercise to determine if students understand directions/procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to review exercise directions with students (e.g., “Complete the exercise in your manual.”)</li> <li>Students continue to express confusion after instructor provides further clarification.</li> </ul>	<ul style="list-style-type: none"> <li>If skill involves demonstration or physical skill, instructor provides only verbal directions and procedures.</li> </ul>
35. Monitors all groups or individuals to facilitate exercise/ activity.	<ul style="list-style-type: none"> <li>Actively moves around groups and listens to discussions/observes activity.</li> <li>Facilitates as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Spends time with other instructors or works on other tasks while students are engaged in activity.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors students but does not always facilitate as needed.</li> </ul>

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
36. Debriefs activity/ demonstration by providing effective feedback.	<ul style="list-style-type: none"> <li>• Provides both individual and group feedback</li> <li>• Feedback involves students in assessing performance</li> <li>• Debrief captures main points or key concerns</li> <li>• Instructor identifies incongruent or conflicting information/behavior</li> <li>• Feedback is objective, constructive and immediate</li> </ul>	<ul style="list-style-type: none"> <li>• No debrief is provided</li> </ul>	<ul style="list-style-type: none"> <li>• Debrief is instructor driven, does not involve students</li> <li>• Some subjectivity in feedback</li> </ul>
37. Uses effective intervention techniques. (Paraphrases comments, redirects discussions, asks for solutions, etc.)	<ul style="list-style-type: none"> <li>• Effectively displays classroom management skills by using appropriate intervention technique(s) when warranted.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to intervene when classroom management is warranted (e.g., permits student(s) to monopolize/take charge of class, ignores distracting conduct, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to intervene when classroom management is warranted, but techniques are generally ineffective or create conflict.</li> </ul>
38. Reminds participants of student conduct/ ground rules when appropriate.	<ul style="list-style-type: none"> <li>• Reminds participants of student conduct/ ground rules when other approaches do not effectively resolve issues.</li> <li>• Documents inappropriate conduct and advises appropriate authority, when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to remind participants of student conduct/ ground rules when other approaches do not effectively resolve issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Reminds participants of student conduct/ ground rules but uses ineffective techniques (e.g., singles out individuals in front of other students, fails to model the same conduct/ground rules required of class participants, fails to document and advise appropriate authority when required)</li> </ul>
39. Manages time according to schedule.	<ul style="list-style-type: none"> <li>• Within instructor’s control, follows timelines.</li> <li>• When time goes off course (out of instructor’s control), uses appropriate strategy for getting back on track if lesson is not compromised.</li> </ul>	<ul style="list-style-type: none"> <li>• Unnecessarily spends too much time on a teaching point.</li> <li>• Finishes material ahead of schedule because detail, interaction, or material is omitted.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows timelines, but if off track (out of instructor’s control), attempts to get back on schedule by omitting essential information.</li> </ul>

## REINFORCEMENT

### Questioning Skills

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
40. Phrases questions clearly and concisely.	<ul style="list-style-type: none"> <li>• Questions are brief and to the point.</li> <li>• Students do not consistently express confusion or request clarification.</li> <li>• Instructor avoids two-part questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Most questions are either overly detailed or too brief.</li> <li>• Students consistently express confusion or require clarification.</li> </ul>	<ul style="list-style-type: none"> <li>• Most questions are phrased clearly and concisely.</li> <li>• Students occasionally express confusion or require clarification.</li> </ul>
41. Repeats participant questions to ensure clarity.	<ul style="list-style-type: none"> <li>• Repeats questions asked by students when room noise makes hearing difficult or when student's question appears to be unclear.</li> <li>• Instructor rephrases student's question when it appears to be unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently does not repeat student questions when necessary to hear or to provide clarification.</li> </ul>	<ul style="list-style-type: none"> <li>• Only occasionally repeats student questions when necessary to hear or to provide clarification.</li> </ul>
42. Responds appropriately to irrelevant questions.  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>• Does not belittle or patronize student.</li> <li>• Uses appropriate response (e.g., Defers question to another time; puts on parking lot; if question requires short response, instructor answers and moves immediately back to lesson; etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Belittles or patronizes student.</li> <li>• Creates conflict by being overly direct.</li> <li>• Does not respond to/ignores question(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to handle irrelevant question(s) with appropriate response but is led off track.</li> </ul>
43. Includes questions to check retention.	<ul style="list-style-type: none"> <li>• Asks a variety of questions that measure retention of material taught</li> <li>• Rephrases question if no response.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks no questions during lesson that check student retention.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions that check student retention are limited.</li> <li>• Most questions are closed (require only a "yes" or "no" response).</li> </ul>

## Questioning Skills

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
44. Includes thought-provoking questions to encourage discussion/interaction.	<ul style="list-style-type: none"> <li>Asks thought-provoking questions that measure retention of material taught (e.g., open-ended, problem-solving, questions that lead student to obtain own answer (Socratic method), questions based on case studies or problem-solving situations/scenarios, etc.)</li> <li>Occasionally redirects or relays questions back to students rather than providing answer.</li> <li>Allows sufficient time for student interaction and discussion – uses pauses/silence effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Asks no thought-provoking questions during lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Includes some thought-provoking questions but misses' opportunities for asking questions to encourage discussion and interaction.</li> </ul>
45. Confirms participant answers.	<ul style="list-style-type: none"> <li>Advises student if answer is correct or incorrect in a way that supports student.</li> <li>Seeks to ensure that student understands.</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't confirm answers.</li> <li>Usually answers own questions.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally states that answer is correct or incorrect</li> <li>Method for confirming answer may on occasion cause embarrassment to student</li> </ul>
46. Gives participants the opportunity to respond before providing answer.  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>Provides sufficient time for student response (pauses).</li> <li>When no response, rephrases question to ensure understanding before providing answer.</li> <li>Redirects question to other students before providing answer.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to own questions before students have opportunity to answer.</li> <li>Consistently fails to pause, rephrase, or redirect questions before responding to own questions or</li> <li>Consistently rephrases or redirects questions before students have opportunity to respond.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally responds to own questions before students have opportunity to answer.</li> <li>Occasionally rephrases or redirects questions before students have opportunity to respond.</li> </ul>

## REINFORCEMENT, cont'd.

### Test Administration

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
47. *Follows test administrator guide.	<ul style="list-style-type: none"> <li>Always follows guide.</li> </ul>	<ul style="list-style-type: none"> <li>Deviates from guide.</li> </ul>	
48. Specifies materials that may/may not be used during the test.	<ul style="list-style-type: none"> <li>Identifies specifically what may and may not be used.</li> <li>Enforces requirement.</li> </ul>	<ul style="list-style-type: none"> <li>Does not specify what may/may not be used during test.</li> <li>Does not enforce.</li> </ul>	
49. Sets up equipment in advance as specified by test procedures.	<ul style="list-style-type: none"> <li>Prepares all equipment in accordance with test procedures.</li> <li>Does not interrupt test procedure to set up equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to prepare all equipment in accordance with test procedures.</li> <li>Interrupts test procedure to set up equipment.</li> </ul>	
50. Specifies time limits.	<ul style="list-style-type: none"> <li>States time limits if test is timed.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to state time limits if test is timed.</li> </ul>	
51. Makes accommodations for persons with disabilities.  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>Responds to all visual cues and stated needs.</li> <li>Instructor anticipates needs (speaks directly/face to face, moves participants, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Fails to make accommodations or ignores needs.</li> </ul>	<ul style="list-style-type: none"> <li>Instructor responds to stated needs only. (Overlooks anticipated needs of some.)</li> </ul>
52. Communicates test directions clearly.	<ul style="list-style-type: none"> <li>States written directions verbally.</li> <li>Pronounces words correctly.</li> <li>Speaks so that all can hear.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to complete any bullet defined in previous column.</li> </ul>	
53. *Clarification for one participant is offered to entire group.	<ul style="list-style-type: none"> <li>Question and clarification is repeated to entire class.</li> </ul>	<ul style="list-style-type: none"> <li>Responds directly to the individual; without providing information to all.</li> </ul>	
54. Participants are monitored during test.	<ul style="list-style-type: none"> <li>Test administrator actively monitors room (Walks around room, watches for problems/questions, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Test administrator does not always actively monitor students or leaves the room.</li> </ul>	

### Test Administration

\* Item 47: Required for training that includes equipment. If evaluating equipment-based training, check with Instructor Auditor to determine if test administration guide exists.

\* Item 53: This item refers to clarification that is given prior to the start of the test.

Ratable Item	Yes – Meets Standard No Improvement Needed	No – Does Not Meet Standard Major Improvement Needed	Needs Improvement – Partially Meets Standard Minor Improvement Needed
55. The student TED Level 1 End-of-Course Evaluation forms were completed and submitted.  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>• All students submit a completed evaluation.</li> <li>• Number of evals collected equals the number of students enrolled.</li> </ul>	<ul style="list-style-type: none"> <li>• Form was not provided to all students for completion or number of evaluations collected does not equal the number of students enrolled.</li> </ul>	
56. Instructor Resume is on file and approved to teach course  <b><u>CRITICAL RATABLE ITEM</u></b>	<ul style="list-style-type: none"> <li>• Instructor Resume is on file</li> <li>• Instructor is cleared to teach course by approving official</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor Resume is not on file</li> <li>• Instructor has not been cleared to teach course by approving official</li> </ul>	