

*2-15: Procedures Used For
Evaluating Student Instructor
Teaching Demonstrations*

Student Instructor Evaluations

- Assess the effectiveness of a presentation
- Provide constructive criticism for improvement
- Focused on objective criteria
- Avoid subjective criteria

Evaluation Forms

- Ensures the student evaluators complete the form in the same manner and use the same criteria
- Reduces subjectivity
- Helps to ensure consistency

Objective evaluation of...

- Managing the classroom environment
- Proper instructional method for topic
- Clear communication of learning objectives
- Effective preparation
- Presentation techniques
- Appropriate time management

Student Instructor: William James

Demo #: 1st [] 2nd

Topic: Types of Fire Service Ground Ladders

Date: October 31

Level of Instruction: II

Student Evaluator: Colleen Buhler

Primary Secondary []

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions		<input checked="" type="checkbox"/>		<input type="radio"/> P or F <input type="radio"/> A
Comments: <i>Used the chevron design. Dimmed the lights.</i>					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard		<input checked="" type="checkbox"/>		<input type="radio"/> P or F <input type="radio"/> A
Comments: <i>Clearly stated</i>					
3. PREPARATION	ACID BASE		<input checked="" type="checkbox"/>		<input type="radio"/> P or F <input type="radio"/> A
Comments:					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown		<input checked="" type="checkbox"/>		<input type="radio"/> P or F <input type="radio"/> A
Comments: <i>Good flow of material, referred back to what students had already learned then proceeded with new material.</i>					
4b. Verbal Communication	Volume, clarity, interferences		<input checked="" type="checkbox"/>		<input type="radio"/> P or F <input type="radio"/> A
Comments: <i>Started a bit quiet but grew louder. Overused the term "fantastic" when affirming student responses.</i>					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms		<input checked="" type="checkbox"/>		<input type="radio"/> P or F <input type="radio"/> A
Comments: <i>Maintained good eye contact with the entire class.</i>					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively		<input checked="" type="checkbox"/>		<input type="radio"/> P or F <input type="radio"/> A
Comments: <i>Used slides effectively.</i>					

EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or F <input type="checkbox"/> C
Comments: <i>Used overhead questions frequently but exclusively. Vary it up a little!</i>				
6. SUMMARY		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or F <input type="checkbox"/> C
Comments:				
7. EVALUATION:	Not Evaluated in Training Instructor 1A			
8. ASSIGNMENT		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or F <input type="checkbox"/> C
<input type="checkbox"/> C - Critical Component: Failure on this component results in failure of the teaching demonstration				

[] Primary or [] Secondary Student Evaluator: 14:40 Actual Teaching Time
 Grade: Pass [] Fail []

Comments: *Really good demo! Watch saying "fantastic" so often and vary your types of application questions.*

Master Instructor or Skills Evaluator: _____ Actual Teaching Time
 Grade: Pass [] Fail []

Comments:

Student Instructor: Bill Buckner

Demo #: [] 1st [] 2nd

Topic: Defensive Tactics at Residential Structure Fires





Date: October 31

Level of Instruction: II

Student Evaluator: Mark Ferreira

Primary [] Secondary []

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail
1. CLASSROOM MANAGEMENT	Seating arrangement, lighting, distractions		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <i>Standard classroom setup. Closed the blinds, room was dark.</i>					
2. LEARNING OBJECTIVE	Must include Condition, Behavior, Standard		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <i>Did not state the condition or the standard.</i>					
3. PREPARATION	ACID BASE		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <i>Showed a video clip to create interest and it worked!</i>					
4. PRESENTATION					
4a. Content	Appropriate lesson flow, known to unknown		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <i>Content did not match lesson topic title. Material seemed disorganized.</i>					
4b. Verbal Communication	Volume, clarity, interferences		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <i>Good volume. Slow down a little. Watch the "OKs".</i>					
4c. Nonverbal Communication	Eye contact, gestures, distracting mannerisms		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <i>Played with his wedding ring throughout. Personal problem or nerves?? Stared at the first row of students only.</i>					
5. APPLICATION					
5a. Audiovisual Training Aids	Easily seen, support lecture, used effectively		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> P or <input type="radio"/> F <input type="checkbox"/>
Comments: <i>Good video clips. Prepared the class well before each.</i>					

EVALUATED COMPONENTS		CONSIDER		YES	NO	Pass or Fail
5b. Active Learning Environment	Questioning techniques, interaction, feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	P or <input checked="" type="radio"/> F <input type="checkbox"/> 
Comments: <i>Only question to the students was "Do you have any questions?"</i>						
<i>No student-to-student interaction at all.</i>						
6. SUMMARY		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="radio"/> P or F <input type="radio"/> 
Comments:						
7. EVALUATION:	Not Evaluated in Training Instructor 1A		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. ASSIGNMENT		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="radio"/> P or F <input type="radio"/> 
 - Critical Component: Failure on this component results in failure of the teaching demonstration						

Primary or [] Secondary Student Evaluator: 15:30 Actual Teaching Time

Grade: Pass [] Fail

Comments: *Good vocal volume but no eye contact*

Forgot most of the SBO.

Had no active learning environment going on.

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [] Fail []

Comments:

Evaluation Procedures

- Before the evaluation
- During the evaluation
- After the evaluation