OHIO DEPARTMENT OF PUBLIC SAFETY

PROBATIONARY INSTRUCTOR CLASSROOM ASSESSMENT

The classroom assessment process will consist of a pre-assessment questionnaire and a classroom assessment that is performed by the Training Manager / Coordinator. In preparation for the scheduled classroom assessment, a pre-assessment questionnaire will be completed and provided to the Training Manager / Coordinator at least 24 hours prior to the classroom assessment. This helps to prepare the instructor as well as the Training Manager / Coordinator for the lesson and assessment. The scheduled classroom assessment will be a minimum of 60 minutes. Following the observation, a post-assessment conference will be scheduled with the instructor. The classroom assessment will be evaluated in nine different areas, and scoring will be assigned in each area. The highest possible score will be a 45, and the total score will determine the area of distinction (Proficient, Developing, or Ineffective). Proficient and Developing rankings will be considered passing scores. The assessment must be turned into the Driver Training Program Office in order for the instructor to be removed from probation.

PRE-ASSESSMENT QUESTIONNAIRE

The Pre-Assessment Questionnaire must be returned to the Training Manager / Coordinator 24 hours prior to the assessment.

INSTRUCTOR	DATE	DATE OF CLASS ASSESSMENT	LESSON TOPIC
LESSON OBJECTIVES			
IN 2 OR 3 SENTENCES, SUMMARIZE WHAT INFORMATION YOU, AS THE INSTRUCTOR, WILL BE COMMUNICATING TO YOUR STUDENTS:			

Copy of lesson plans must be turned in with this form 24 hours prior to the observation.

	1 INEFFECTIVE	2	3 DEVELOPING	4	5 PROFICIENT	SCORE
#1 **Focus on** **Learning**	The instructor does not demonstrate a clear focus for student learning.	*Approaching Developing*	The instructor communicates a focus for student learning.	*Approaching Proficiency*	The instructor communicates a focus for student learning and develops learning objectives with reference to the Ohio Driver Training Curriculum.	
COMMENTS						
#2 **Knowledge** **of Students**	The instructor's plan does not demonstrate an understanding of students' development, individual learning styles, backgrounds, or prior experiences.	*Approaching Developing*	The instructor's plan sometimes demonstrates an understanding of students' development, individual learning styles, backgrounds, or prior experiences.	*Approaching Proficiency*	The instructor's plan draws upon an accurate understanding of students' development, individual learning styles, backgrounds, or prior experiences.	
COMMENTS						
#3 **Lesson** **Delivery**	Explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. Lesson is almost entirely instructor-directed.	*Approaching Developing*	Explanations are accurate and generally clear but some language may lead to confusion or limited discussion.	*Approaching Proficiency*	Explanations are accurate and clear. Lesson is a balance of instructor-directed and student-led learning.	
COMMENTS						
#4 **Teaching** **Techniques**	Instructor does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	*Approaching Developing*	Instructor relies on a single strategy or alternate set of materials to make the lesson accessible to most students, but many students may not be able to access certain parts of the lesson and / or some may not be challenged.	*Approaching Proficiency*	Instructor supports the learning needs of students through a variety of strategies, materials, and / or pacing that make learning accessible and challenging for the group.	
COMMENTS						

AREAS	1 INEFFECTIVE	2	3 DEVELOPING	4	5 PROFICIENT	SCORE
#5 Classroom Environment	There is little or no evidence of a positive rapport between the instructor and students. There is no evidence of routines or procedures. Transitions are inefficient with considerable instructional time lost.	*Approaching Developing*	Instructor is fair and establishes a basic rapport with students. Routines and procedures are in place, but the instructor may inappropriately prompt or direct students when they are unclear or idle. Transitions are efficient.	*Approaching Proficiency*	Instructor has positive rapport with students and demonstrates respect for and interest in all students. Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom. Transitions are efficient and occur smoothly.	
COMMENTS						
#6 Resources	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	*Approaching Developing*	Instructor uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles / needs or actively engage them in learning.	*Approaching Proficiency*	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	
COMMENTS						
#7 Prior Content Knowledge / Connections	The lesson does not build on or connect to students' prior knowledge, or the instructor may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	*Approaching Developing*	Instructor makes an attempt to connect the lesson to students' prior knowledge, to previous lessons, or future learning, but is not completely successful.	*Approaching Proficiency*	Instructor makes clear and coherent connections with students' prior knowledge and future learning – both explicitly to students and within the lesson. Instructor plans and sequences instruction to include the important content, concepts, and processes in curriculum priorities and standards.	
COMMENTS						

AREAS	1 INEFFECTIVE	2	3 DEVELOPING	4	5 PROFICIENT	SCORE
#8 Professional Responsibilities	Instructor fails to communicate clearly with students and families or collaborate effectively with colleagues. Instructor fails to understand and follow regulations, policies, and agreements. Instructor fails to demonstrate evidence of an ability to accurately self-assess performance and appropriately identify areas for professional development.	*Approaching Developing*	Instructor uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. Instructor understands and follows regulations, policies, and agreements at a minimal level. Instructor identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	*Approaching Proficiency*	Instructor uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies. Instructor meets ethical and professional responsibilities with integrity and honesty and upholds regulations, policies, and agreements. Instructor sets short- and long- term professional goals and takes action to meet these goals.	
COMMENTS						
#9 Assessment of Student Learning	Instructor does not routinely use assessments to measure student understanding of material. The instructor fails to make adjustments in response to student confusion.	*Approaching Developing*	Instructor uses assessments to measure student understanding but may not differentiate instruction based on this information. Instructor checks for student understanding throughout instruction and attempts to adjust instruction accordingly.	*Approaching Proficiency*	Instructor uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly. Instructor checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). Instructor responds to student misunderstandings by providing additional clarification.	
COMMENTS						

SCORING AREAS

	POINTS
1. Focus on Learning	
2. Knowledge of Students	
3. Lesson Delivery	
4. Differentiation	
5. Classroom Environment	
6. Resources	
7. Prior Content Knowledge / Connections	
8. Professional Responsibilities	
9. Assessment of Student Learning	
TOTAL	

0-14 TOTAL POINTS = INEFFECTIVE   **15-30 TOTAL POINTS = DEVELOPING**   **31-45 TOTAL POINTS = PROFICIENT**

DATE	START TIME	END TIME	BREAK TIMES		ENTERPRISE	
LESSON TOPIC(S)						
TRAINING MANAGER			TM LICENSE #	INSTRUCTOR		INSTRUCTOR LICENSE #
TRAINING MANAGER SIGNATURE **X**			DATE	INSTRUCTOR SIGNATURE **X**		DATE

COMMENTS