Ohio Driver Training Quality Improvement Program

Instructor Assessment Tool

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PROCESS FOR COMPLETING AN ASSESSMENT

Pre-observation interview:

The first step in the process of doing an assessment is to conduct a pre-observation interview with the instructor. This gives the assessor and the instructor an opportunity to review materials and objectives of the lesson to be observed. The primary focus of this interview should be how the instructor has planned and organized the lesson and how the students' background influenced planning.

Class observation:

During the class observation the assessor should make any necessary notes and objectively rate the instructor's performance on the assessment tool. These notes and ratings will aid the assessor with conducting the post-observation interview and with recommendations for future improvements.

Post-observation interview:

During the post-observation interview the instructor should be given an opportunity to share with the assessor what they would have done differently and how they will adjust future instruction for the group/student taught. The instructor should be given an opportunity to review the entire assessment tool and to review the assessor's comments. At the end of the post-observation interview the instructor should sign-off on the assessment packet to show evidence that they had an opportunity to review the assessor's results.

Scoring Averages:

Unacceptable range	1.0 – 1.5
Acceptable range	1.6 – 2.9
Norm	3.0 – 3.5
Above norm	3.6 - 4.5
Exemplary	4.5 – 5.0

Note: The final average score should be at least in the range of 1.6 to 3.0 for the first assessment of an instructor.

Motivation: Preparation and Structuring

	1	2	3	4	5	Score
1. Clearly stating goals and objectives.	Instructor does not clearly state learning goals and objectives	Intermediate score.	Instructor clearly states learning goals and objectives	Intermediate score.	Instructor clearly states goals and objectives and explains why they are important to the student	
2. Making the classroom environment conducive to learning	Instructor lets environment impede learning	Intermediate score.	Instructor provides a classroom environment not impeding learning	Intermediate score.	Instructor provides an environment which promotes learning. ***All*** students are accommodated.	
3. Relating subject matter to prior learning.	Instructor does not explain related subject matter to prior learning	Intermediate score.	Instructor relates subject matter to content of previous lesson	Intermediate score.	Instructor connects subject matter to previous lesson and to future lessons.	
4. Providing reasonable content and materials for the lesson.	Instructor chooses content and materials not related to goals of lesson.	Intermediate score.	Instructor chooses content and materials related to goals and appropriate for ***most*** students	Intermediate score.	Instructor chooses content and materials related to goals and appropriate for ***all*** students.	

Strengths/weaknesses:

Comments/evidence:

Total Score

Presenting the Lesson

	1	2	3	4	5	Score
1. Getting and maintaining rapport with students.	Instructor does not try to get rapport with students ***or*** instructor attempts are inappropriate e.g. jokes distracting mannerisms, etc.	Intermediate score.	Instructor maintains minimum level of rapport with students. Example: uses some eye contact and polite humor.	Intermediate score.	Instructor maintains rapport which continues throughout the lesson.	
	1	2	3	4	5	
2. Exhibiting mastery of the content being taught.	Instructor does not exhibit mastery of the content they are teaching	Intermediate score.	Instructor adequately exhibits mastery of the content being taught and uses correct terminology.	Intermediate score.	Instructor exhibits ***exceptional*** mastery of the content being taught and uses correct terminology.	
	1	2	3	4	5	
3. Including appropriate video/visual materials.	Instructor does not use videos/visuals appropriate for the lesson.	Intermediate score.	Instructor effectively uses videos/visuals appropriate for the lesson.	Intermediate score.	Instructor effectively uses visuals appropriate for the lesson ***and*** develops discussion around the videos.	
	1	2	3	4	5	
4. Managing classroom behavior of students.	Instructor shows little or no evidence of classroom control.	Intermediate score.	Instructor responds to disruptions and digressions ***or*** there is no inappropriate behavior.	Intermediate score.	Instructor responds to disruptions and digressions tactfully by deferring to future discussions ***or*** behavior is exemplary.	

Strengths/weaknesses:

Comments/evidence:

Total Score

Application: Coaching the Lesson

	1	2	3	4	5	Score
1. Encouraging students to apply what they have learned.	Instructor does not provide occasions for students to apply knowledge.	Intermediate score.	Instructor encourages students to participate in realistic learning activities e.g. use of open-ended questions.	Intermediate score.	Instructor uses activities and poses problems and exercises which require a higher level of learning.	
	1	2	3	4	5	
2. Providing hands on exercises for students.	Instructor does not provide opportunities for hands on exercises or they are inappropriate for student background and skill level.	Intermediate score.	Instructor provides for hands on exercises appropriate for most students.	Intermediate score.	Instructor provides for hands on exercises appropriate for ***all*** students and activities relate to a real world problem.	
	1	2	3	4	5	
3. Monitoring student comprehension of content and providing feedback to students.	Instructor makes little or no attempt to decide if students comprehend or instructor provides no feedback.	Intermediate score.	Instructor monitors student comprehension ***and*** instructor gives feedback.	Intermediate score.	Instructor monitors student comprehension through a variety of questioning techniques ***and*** instructor gives specific feedback.	
	1	2	3	4	5	
4. Assigning student activities which relate to the lesson objectives.	Instructor does not assign appropriate student activities which relate to lesson objectives.	Intermediate score.	Instructor assigns student activities somewhat related to lesson objectives.	Intermediate score.	Instructor assigns appropriate student activities closely related to lesson objectives.	

Strengths/weaknesses:

Comments/evidence:

Total Score

Evaluating the Lesson

	1	2	3	4	5	Score
1. Evaluating whether stated objectives are met.	Instructor does not assess whether objectives are met ***or*** instructor uses evaluation inappropriate for students.	Intermediate score.	Instructor assesses whether objectives are met and the assessment is appropriate for students.	Intermediate score.	Instructor assesses whether or not students meet objectives. The assessment is ongoing and appropriate for all students.	
	1	2	3	4	5	
2. Communicating evaluation results to students.	Instructor does not communicate evaluation results to students in an appropriate manner.	Intermediate score.	Instructor adequately communicates evaluation results to students in a timely manner.	Intermediate score.	Instructor adequately communicates evaluation results to students in a timely manner and offers constructive criticism as appropriate.	
	1	2	3	4	5	
3.Varying of methods used to assess whether lesson goals and objectives were met.	Instructor does not vary the methods of assessing student achievement of lesson goals and objectives.	Intermediate score.	Instructor does vary the methods of assessing student achievement of lesson goals and objectives.	Intermediate score.	Instructor varies methods of assessment and attempts to reteach goals or objectives not attained during the lesson.	
	1	2	3	4	5	
4. Adjusting learning activities to enhance student understanding.	Instructor does not adequately adjust learning activities to enhance student understanding	Intermediate score.	Instructor adequately adjusts learning activities to enhance student understanding	Intermediate score.	.Instructor adjusts learning activities to enhance student understanding and relates adjustments to lesson objectives	

Strengths/weaknesses:

Comments/evidence:

Total Score

TALLY SHEET

Add the scores for each section and record the total from each sheet below.

Part 1: Motivation
Points earned _____

Part 2: Presentation
Points earned _____

Part 3: Application
Points earned _____

Part 4: Evaluation
Points earned _____

Total points earned _____

Average for all sections _____

Assessor Signature _____

Instructor Signature _____

Date _____

Assessor _____

Instructor _____

Lesson _____

What can the instructor do to improve the instruction? ____

_____

_____

_____

_____

_____

_____

What can management do to facilitate the improvements?

_____

_____

_____

_____

_____

Reference code to State curriculum: _____

(Chapter/ pg. numbers)