

# CRIMINAL JUSTICE INSTRUCTOR EVALUATION

## Criminal Justice Standards Division

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## Sheriffs' Standards Division

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Form F-16  
(Rev. 04.17)

Instructor's Printed Name: _____		Date of Birth: _____	Certificate #: _____
Evaluator's Printed Name: _____			
Accredited Institution/Agency: _____			
Indicate Type of Course: <input type="checkbox"/> BLET <input type="checkbox"/> In-Service <input type="checkbox"/> DAC/JJ <input type="checkbox"/> Instructor <input type="checkbox"/> Radar/TDS <input type="checkbox"/> Detention Officer			
<input type="checkbox"/> TeleComm			
Block of Instruction: _____		Location of Instruction: _____	
Total Hours of Instruction: _____		Date(s) of Instruction: _____	
Overall Evaluation Value:	<input type="checkbox"/>	Acceptable _____	Unacceptable _____
(From Cumulative Total on Back)			
Instructor's Signature: _____		Date: _____	
Evaluator's Signature: _____		Date: _____	
Agency Name: _____		Agency Phone: _____	
Comments: _____			
_____			
_____			
_____			
_____			
_____			

### Criminal Justice Instructor Evaluation

#### To Be Completed in Commission Accredited Training Courses or Commission Recognized In-service Training courses

I certify that the lesson plan for this block of instruction has been reviewed and found to be in compliance with 12 NCAC 9B .0303(b); 12 NCAC 10B .0704(10); 12 NCAC 10B .0709(10). A copy of the lesson plan is on file in this office.

\_\_\_\_\_  
Signature of Certified School Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of In-Service Coordinator

\_\_\_\_\_  
Date

Instructor \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Instructor Evaluation Form for Commission Training**

**Assign a value for each item. Values should be assigned in accordance with this scale:**

**0 = Did not do/Unacceptable      1 = Marginal      2 = Acceptable      3 = Above Average**

<p><b>I. INSTRUCTIONAL ABILITY</b></p> <p><b>A. Voice Quality</b></p> <ol style="list-style-type: none"><li>1. _____ Projection</li><li>2. _____ Articulation</li><li>3. _____ Speech Rate</li></ol> <p><b>B. Verbal Skill</b></p> <ol style="list-style-type: none"><li>1. _____ Fluency</li><li>2. _____ Clarity</li></ol> <p><b>C. Physical Appearance &amp; Mannerisms</b></p> <ol style="list-style-type: none"><li>1. _____ Attire</li><li>2. _____ Posture</li><li>3. _____ Body Language</li><li>4. _____ Eye Contact</li><li>5. _____ Movement</li></ol> <p><b>D. Personal Qualities of the Instructor</b></p> <ol style="list-style-type: none"><li>1. _____ Knowledge</li><li>2. _____ Self-Confidence</li><li>3. _____ Tact</li><li>4. _____ Enthusiasm</li><li>5. _____ Sensitivity</li></ol> <p><b>II. INSTRUCTIONAL STRATEGIES</b></p> <p><b>A. Use of Questions</b></p> <ol style="list-style-type: none"><li>1. _____ Utilizes good questioning techniques</li><li>2. _____ Stimulates and encourages discussion</li><li>3. _____ Response to student questions</li></ol>	<p><b>B. Student Involvement</b></p> <ol style="list-style-type: none"><li>1. _____ Encourages class participation</li><li>2. _____ Maintains student attention</li><li>3. _____ Engages all students</li></ol> <p><b>C. Organization</b></p> <ol style="list-style-type: none"><li>1. _____ Arranges classroom for maximum effect</li><li>2. _____ Has all training tools/items ready</li><li>3. _____ Instructor prepared for class and lesson</li></ol> <p><b>D. Control and Discipline</b></p> <ol style="list-style-type: none"><li>1. _____ Maintains proper behavior and orderliness in the classroom</li><li>2. _____ Stimulate discussion/involvement but remain in control</li><li>3. _____ Handles class disruptions/problems</li><li>4. _____ Receives/exchanges effective feedback</li><li>5. _____ Ensures active student participation</li></ol> <p><b>E. Selection and Use of Training Aids</b></p> <ol style="list-style-type: none"><li>1. _____ Relates to training objectives</li><li>2. _____ Use training aids when scheduled</li><li>3. _____ Effectively uses necessary training equipment</li></ol> <p style="text-align: right;"><b>_____ Total Points Scored</b> <b>(Passing Score = 64 points)</b></p>
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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
<p><b>A. Voice Quality</b></p> <ol style="list-style-type: none"> <li>1. <b>PROJECTION</b> – Students do not have to strain to hear the instructor.</li> <li>2. <b>ARTICULATION</b> – Instructor uses proper pronunciation and speaks clearly and distinctly – does not have “lazy speech” habits.</li> <li>3. <b>SPEECH RATE</b> – Interesting rate of delivery – too slow is boring and too fast is difficult to comprehend.</li> </ol>	<p><b>A. Voice Quality</b></p> <p>0 = Unacceptable – Fails to meet requirements; rasping, shrill, strident, or inaudible.</p> <p>1 = Marginal – Barely meets minimum standards; may be somewhat monotonous, noticeably high or noticeably weak; may exhibit undesirable mannerisms; e.g., affection stilted manner.</p> <p>2 = Acceptable – Natural; adequate volume; clearly above minimum standards; may be somewhat lacking in color and range; voice may fade occasionally.</p> <p>3 = Above Average – Well modulated, pleasing and distinct, appropriate variety in pitch and volume; conveys interest and enthusiasm, uses emphasis as appropriate.</p>
<p><b>B. Verbal Skill</b></p> <ol style="list-style-type: none"> <li>1. <b>FLUENCY</b> – Instructor has sufficient command of the English Language to present his/her ideas to the class without exceeding the student’s level of comprehension.</li> <li>2. <b>CLARITY</b> – Instructor is able to express his/her thoughts in a manner easily comprehended by the class.</li> </ol>	<p><b>B. Verbal Skills</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3 = Above Average – Speaks with ease and precision, conversational, with information correctness; good choice of words; fluent expression.</p>

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

D. Personal Qualities of the Instructor	D. Personal Qualities of the Instructor
<ol style="list-style-type: none"> <li>1. <b>KNOWLEDGE</b> – Sound understanding and familiarity with subject matter taught.</li> <li>2. <b>SELF-CONFIDENCE</b> – Projects air of authority and confidence in his/her ability and knowledge.</li> <li>3. <b>TACT</b> – Is tactful in interpersonal dialogue, not authoritarian.</li> <li>4. <b>ENTHUSIASM</b> – Projects genuine enthusiasm in his/her presentation and real concern for the student’s training.</li> <li>5. <b>SENSITIVITY</b> – Is aware of and responsive to individual personality differences of the students. Is not impersonal or sarcastic to class members.</li> </ol>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

## II. Instructional Strategies

<p><b>A. Use of Questions</b></p> <p>1. <b>UTILIZES GOOD QUESTIONING TECHNIQUES</b> Uses questions to develop student knowledge, identify weaknesses, and build confidence. Does not ask “Does anyone know” or “Yes/No” questions.</p> <p>2. <b>STIMULATES AND ENCOURAGES DISCUSSION</b> Uses questions effectively to encourage student participation but remains in control of class.</p> <p>3. <b>RESPONSE TO STUDENT QUESTIONS</b> – Responds to student questions in a positive manner; understands and gives clear answers.</p>	<p><b>A. Use of Questions</b></p> <p>0 = 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.</p> <p>1 = 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.</p> <p>2 = Acceptable – Questions reasonably well formulated and understood by students; uses some thought provoking questions; mechanics of questioning satisfactory; student questions and responses handled adequately.</p> <p>3 = 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.</p>
<p><b>B. Student Involvement – Student participation is encouraged – not a straight lecture situation.</b></p> <p>1. <b>ENCOURAGE CLASS PARTICIPATION</b></p> <p>2. <b>MAINTAINS STUDENTS ATTENTION SPAN</b></p> <p>3. <b>ENGAGES ALL STUDENTS EFFECTIVELY</b></p>	<p><b>B. Student Involvement</b></p> <p>0 = 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.</p> <p>1 = 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.</p> <p>2 = Average – Real interest in participating aroused in most students; adequate balance of student-instructor active participation; consistent method used. Instructor attends more to capable self-confident students. Students interested and attentive with only occasional and temporary lapses.</p> <p>3 = Above Average = Participation spontaneous; students with the instructor all the way; excellent balance of student-instructor active participation. Students interested, lapses in attention rare.</p>

<p><b>C. Organization – Starts all sessions promptly. Classroom, handouts, AV aids, tools, etc., ready before class starts.</b></p>	<p><b>C. Organization</b></p>
<ol style="list-style-type: none"> <li>1. <b>SETS UP PRESENTATION/EQUIPMENT FOR MAXIMUM EFFECT</b></li> <li>2. <b>HAS ALL TRAINING TOOLS/ITEMS READY</b></li> <li>3. <b>INSTRUCTOR PREPARED FOR CLASS AND LESSON</b></li> </ol>	<p>0 = Unacceptable – No consistent practices; routines poorly managed; materials of instruction unavailable when needed; continuous confusion; seating arrangements inappropriate for type of lesson.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p><b>D. Control and Discipline</b></p>	<p><b>D. Control and Discipline</b></p>
<ol style="list-style-type: none"> <li>1. <b>MAINTAINS PROPER BEHAVIOR AND ORDERLINESS IN CLASSROOM.</b></li> <li>2. <b>STIMULATES DISCUSSION/INVOLVEMENT BUT REMAINS IN CONTROL.</b></li> <li>3. <b>HANDLES CLASS DISRUPTIONS/PROBLEMS.</b></li> <li>4. <b>RECEIVES/EXCHANGES EFFECTIVE FEEDBACK.</b></li> <li>5. <b>ENSURES ACTIVE STUDENT PARTICIPATION.</b></li> </ol>	<p>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.</p> <p>1 = 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 participation in the class.</p> <p>2 = Average – Control adequate, no observed difficulties; control secured through tactful acts, cajolement, or coaxing; provides necessary feedback to class participants in a timely manner or takes the class feedback into consideration; makes sure class members are participating.</p> <p>3 = Above Average – Group well controlled, control secure primarily through interest in class activities, handles all problems well, instructor patient; excellent job providing necessary and timely feedback to the class; ensures all students actively participate.</p>

E. Selection and Use of Training Aids	E. Selection and Use of Training Aids
<p>1. <b>RELATES TO TRAINING OBJECTIVES</b> – Ties material directly to the training objectives and emphasizes the appropriate material.</p> <p>2. <b>SUFFICIENT NUMBER OF AIDS</b> – Aids should not be distracting.</p> <p>3. <b>EFFECTIVELY USES NECESSARY TRAINING EQUIPMENT</b> – Training aids are appropriately placed in lesson plan and used when called for.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>