

CRIMINAL JUSTICE EDUCATION AND TRAINING STANDARDS COMMISSION

Criminal Justice Standards Division

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CRIMINAL JUSTICE INSTRUCTOR EVALUATION

Form F-16
(Rev. 04-2023)

Instructor's Printed Name: _____	Date of Birth: _____	Instructor #: _____
Evaluator's Printed Name: _____		Instructor #: _____
Accredited Institution/Agency: _____		
Indicate Type of Course: <input type="checkbox"/> BLET <input type="checkbox"/> In-Service <input type="checkbox"/> DJJ <input type="checkbox"/> DAC <input type="checkbox"/> Instructor <input type="checkbox"/> SMI <input type="checkbox"/> Detention Officer <input type="checkbox"/> Telecommunicator		
Block of Instruction: _____	Location of Instruction: _____	
Total Hours of Instruction: _____	Date(s) of Instruction: _____	
<small>Total Hours Across All Dates of Instruction</small>		
Overall Evaluation Value: (From Cumulative Total on Back)	<input type="checkbox"/>	Acceptable Unacceptable

Comments:

Instructor's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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 Instructor # Date

Signature of In-Service Coordinator Instructor # 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>I. INSTRUCTIONAL ABILITY</p> <p>A. Voice Quality</p> <p>1. _____ Projection</p> <p>2. _____ Articulation</p> <p>3. _____ Speech Rate</p> <p>B. Verbal Skill</p> <p>1. _____ Fluency</p> <p>2. _____ Clarity</p> <p>C. Physical Appearance & Mannerisms</p> <p>1. _____ Attire</p> <p>2. _____ Posture</p> <p>3. _____ Body Language</p> <p>4. _____ Eye Contact</p> <p>5. _____ Movement</p> <p>D. Personal Qualities of the Instructor</p> <p>1. _____ Knowledge</p> <p>2. _____ Self-Confidence</p> <p>3. _____ Tact</p> <p>4. _____ Enthusiasm</p> <p>5. _____ Sensitivity</p> <p>II. INSTRUCTIONAL STRATEGIES</p> <p>A. Use of Questions</p> <p>1. _____ Utilizes good questioning techniques</p> <p>2. _____ Stimulates and encourages discussion</p> <p>3. _____ Response to student questions</p>	<p>B. Student Involvement</p> <p>1. _____ Encourages class participation</p> <p>2. _____ Maintains student attention</p> <p>3. _____ Engages all students</p> <p>C. Organization</p> <p>1. _____ Arranges classroom for maximum effect</p> <p>2. _____ Has all training tools/items ready</p> <p>3. _____ Instructor prepared for class and lesson</p> <p>D. Control and Discipline</p> <p>1. _____ Maintains proper behavior and orderliness in the classroom</p> <p>2. _____ Stimulate discussion/involvement but remain in control</p> <p>3. _____ Handles class disruptions/problems</p> <p>4. _____ Receives/exchanges effective feedback</p> <p>5. _____ Ensures active student participation</p> <p>E. Selection and Use of Training Aids</p> <p>1. _____ Relates to training objectives</p> <p>2. _____ Use training aids when scheduled</p> <p>3. _____ Effectively uses necessary training equipment</p> <p style="text-align: right;">_____ Total Points Scored</p> <p style="text-align: right;">(Passing Score = 64 points)</p>
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Comments: _____

****Instructors cannot use "Final Testing" for commission 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>A. Voice Quality</p> <ol style="list-style-type: none"> 1. PROJECTION – Students do not have to strain to hear the instructor. 2. ARTICULATION – Instructor uses proper pronunciation and speaks clearly and distinctly – does not have “lazy speech” habits. 3. SPEECH RATE – Interesting rate of delivery – too slow is boring and too fast is difficult to comprehend. 	<p>A. Voice Quality</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. Verbal Skill</p> <ol style="list-style-type: none"> 1. FLUENCY – Instructor has sufficient command of the English Language to present his/her ideas to the class without exceeding the student’s level of comprehension. 2. CLARITY – Instructor is able to express his/her thoughts in a manner easily comprehended by the class. 	<p>B. Verbal Skills</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. ATTIRE – Dress is appropriate for the learning environment.</p> <p>2. POSTURE – Does not frequently lean on wall or furniture, “slouch” in chair, or become “excessively” informal to the detriment of the presentation.</p> <p>3. BODY LANGUAGE – Uses hands, head and body effectively to communicate ideas – is not rigid or wild with gestures.</p> <p>4. EYE CONTACT – Maintains eye-to-eye contact with class – does not talk to ceiling or floor.</p> <p>5. MOVEMENT – 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"> 1. KNOWLEDGE – Sound understanding and familiarity with subject matter taught. 2. SELF-CONFIDENCE – Projects air of authority and confidence in his/her ability and knowledge. 3. TACT – Is tactful in interpersonal dialogue, not authoritarian. 4. ENTHUSIASM – Projects genuine enthusiasm in his/her presentation and real concern for the student’s training. 5. SENSITIVITY – Is aware of and responsive to individual personality differences of the students. Is not impersonal or sarcastic to class members. 	<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>A. Use of Questions</p> <p>1. UTILIZES GOOD QUESTIONING TECHNIQUES Uses questions to develop student knowledge, identify weaknesses, and build confidence. Does not ask “Does anyone know” or “Yes/No” questions.</p> <p>2. STIMULATES AND ENCOURAGES DISCUSSION Uses questions effectively to encourage student participation but remains in control of class.</p> <p>3. RESPONSE TO STUDENT QUESTIONS – Responds to student questions in a positive manner; understands and gives clear answers.</p>	<p>A. Use of Questions</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. Student Involvement – Student participation is encouraged – not a straight lecture situation.</p> <p>1. ENCOURAGE CLASS PARTICIPATION</p> <p>2. MAINTAINS STUDENTS ATTENTION SPAN</p> <p>3. ENGAGES ALL STUDENTS EFFECTIVELY</p>	<p>B. Student Involvement</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>C. Organization – Starts all sessions promptly. Classroom, handouts, AV aids, tools, etc., ready before class starts.</p>	<p>C. Organization</p>
<p>1. SETS UP PRESENTATION/EQUIPMENT FOR MAXIMUM EFFECT</p> <p>2. HAS ALL TRAINING TOOLS/ITEMS READY</p> <p>3. INSTRUCTOR PREPARED FOR CLASS AND LESSON</p>	<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>D. Control and Discipline</p>	<p>D. Control and Discipline</p>
<p>1. MAINTAINS PROPER BEHAVIOR AND ORDERLINESS IN CLASSROOM.</p> <p>2. STIMULATES DISCUSSION/INVOLVEMENT BUT REMAINS IN CONTROL.</p> <p>3. HANDLES CLASS DISRUPTIONS/PROBLEMS.</p> <p>4. RECEIVES/EXCHANGES EFFECTIVE FEEDBACK.</p> <p>5. ENSURES ACTIVE STUDENT PARTICIPATION.</p>	<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. RELATES TO TRAINING OBJECTIVES – Ties material directly to the training objectives and emphasizes the appropriate material.</p> <p>2. SUFFICIENT NUMBER OF AIDS – Aids should not be distracting.</p> <p>3. EFFECTIVELY USES NECESSARY TRAINING EQUIPMENT – 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>