



**PLEASE PRINT**

INSTRUCTOR	DATE	COURSE NO.	NO. STUDENTS	EVALUATOR
COUNTY	COURSE			LEAD INSTRUCTOR
LOCATION	LESSON			ADDITIONAL INSTRUCTOR(S)

1 = UNSATISFACTORY    2 = NEEDS IMPROVEMENT    3 = AVERAGE    4 = ABOVE AVERAGE    5 = EXCELLENT    N/A = NOT APPLICABLE

INSTRUCTOR CHARACTERISTICS	RATING	COMMENTS
Eye contact		
Mannerisms (platform manner)		
Speech characteristics		
Teaching personality		
Appearance, bearing, and dress		
Lesson material known and knowledge of subject		
Demonstrated safe practices		
Office procedures known and followed		
PRESENTATION		
Opening of the presentation was appropriate		
Preparation and planning		
Lesson Development		
Solicited and utilized student feedback (student questioning)		
Student Participation		
Selection and use of training aids		
Was application appropriate for material covered		
Was evaluation conducted and proper		
Instructor stressed safety throughout the lesson		
Closing techniques and summary were appropriate		
Punctual and class was on schedule		
Timing was proper		

FACILITIES	RATING	COMMENTS
Are safe and appropriate to meet objectives contact		

**EVALUATOR REMARKS**

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## Eye Contact

1- almost never makes eye contact with students during lesson

2- only gives momentary eye contact with students without hesitation for student response

3- mostly maintains eye contact with students and occasionally breaks eye contact to manipulate media or review lesson plan

4- almost always maintains eye contact with students, recognizes cues from students, but makes noticeable transitions from his/ her focus from student to media or lesson plan

5- maintains eye contact with students, reacts to cues from students and seamlessly transitions his/ her focus from media and lesson plan back to students

## Mannerisms (platform manner)

1- instructor mannerism is distracting learners from objectives of lesson; gestures stiff and unnatural, meaningless, or affected

2- instructor mannerisms almost always distract learners from objective of lesson; gestures infrequently used; stays rooted to one spot; gestures bordering on the stiff and unnatural or affected

3- instructor mannerism is noticeable and occasionally distracting to learners; body movements typically natural, decisive, and purposeful

4- Instructor mannerisms are rarely distracting to learners and movements are purposeful and natural; gestures appropriate, natural, purposeful few unplanned and random movements

5- completely free from distracting mannerisms; movements are always planned, decisive, and purposeful; gestures always natural, meaningful; no evidence of nervousness; movements always planned, decisive, and purposeful

## Speech Characteristics

1- students completely distracted by speech patterns; frequent mispronunciations; too slow or too fast; poor voice volume for environment

2- Uses words or jargon beyond comprehension of the learners; students occasionally distracted by speech patterns; repeats pet phrases; voice monotone or lack of inflection

3- speaks without difficulty; uses reasonably good choice of words for learners; voice may fade occasionally

4- Speaks with ease and precision; conversational; uses appropriate inflection and emphasis; appropriate in pitch and volume

5- Articulates and enunciates clearly, correctly, naturally and vividly; colorful vocabulary; voice conveys interest and enthusiasm movements always planned, decisive, and purposeful

## Teaching Personality

1. Always seems to say the wrong thing; uncouth or impolite; flustered; hurried; strained and impatient; negligent; critical and faultfinding; harsh; definitely unfriendly or too familiar.

2. Somewhat oversensitive; easily upset; often hurts student feelings; somewhat unconventional in terms of polite practices; aloof; talks down to students; impatient; cold; hesitant, timid, apologetic, wavering, somewhat overfamiliar with students; lacks self-confidence.

3. 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.

4. Cheerful; well balanced; courteous and poised, but with some effort; tries to be objective; tactful in most situations; friendly, with an understanding, adult point of view; decisive; determined; steady.

5. Always courteous and poised; objectively decisive; enthusiastic; conveys interest in subject; considerate of students; friendly, but avoids overfamiliarity; dynamic and aggressive; displays sense of humor; able to see student's point of view; confident.

## **Appearance and Dress (and bearing)**

1- Untidy in attire and personal care; posture or stance is poor; does not wear appropriate PPE for specific hazard; blatantly not appropriate for the audience or activities

2- Somewhat careless in attire; details of personal care show neglect; posture or stance is somewhat deficient; does not wear appropriate issued PPE; Dress is not appropriate for audience or activities

3- Moderately neat and well groomed; details of personal care generally satisfactory; adequate posture and stance; wears issued PPE appropriate; Dress is appropriate for audience and activities

4- an excellent model and standard in appearance; clothing and person neat, clean, and well-groomed; good posture and carriage; excellent stance; wearing of issued PPE usually displays example to be followed

5- near perfect model and standard in appearance; evidence is special attention to fit and press of clothing; scrupulously neat, clean, and well-groomed; fine stance and posture; wearing of issued PPE always displays as an example to be followed

## **Lesson Material known and conveyed to students (knowledge of subject)**

1- fundamental knowledge lacking; appears devoid of allied information; frequent errors of fact; many ambiguities and misleading statements; frequently bluffs to cover up inadequacies; avoids answering direct questions

2- information bordering on inadequate; information disjointed, superficial; occasional errors in fact; occasional ambiguities and misleading statements; sometimes tries to bluff

3- knowledge limited to specific area of teaching responsibility but clearly adequate for present teaching duties; average command of information in instructional field; organized

4- accurate and well-organized knowledge of field; a strong background in subject being taught; comfortable knowledge of allied fields; uses variety of illustrative materials

5- demonstrates mastery of subject; genuine scholarship; rich store of information pertinent to situation; exceptionally well-chosen illustrations; wide knowledge of related fields; well organized

## **Demonstrated safe practices in Skills**

1- violated OFPC safety policy; demonstrated skill or theory in a manner contradictory to curriculum guidance or OSHA regulations

2- inconsistently and subjectively follows OFPC safety policy and OSHA regulations

3- consistently and objectively follows OFPC safety policy; demonstrates skill or theory in accordance with curriculum guidance and OSHA regulations

4- not only complies with #3 above but also occasionally highlights key safety points and relevant incident reports to support reasoning for performing such in compliance with OSHA regulations and OFPC safety policy

5- complies with # 4 above and consistently achieves student compliance with safety policy and OSHA regulations through their own self-reliance

## Office procedures followed

1- does not follow OFPC and course administrative processes; paperwork submission is significantly past due;

2- inconsistently follows OFPC course administrative processes; paperwork submission is inconsistently submitted in compliance with OFPC guidelines

3- consistently follows OFPC and course administrative processes; paperwork is consistently submitted according to OFPC guidelines

4- OFPC and course administrative processes followed and very well organized; SFI demonstrates exemplary organization of all documentation and administrative processes

5- SFI enhances OFPC and course administrative processes to promote a professional atmosphere; SFI consistently assists other SFIs in completing OFPC administrative processes and organizing program documentation

## Opening of the presentation was appropriate

1- Introduction completely devoid of imagination and ingenuity; fails to secure student attention; purpose and objectives not clearly stated; importance of material not mentioned; fails to relate instruction to preceding or succeeding lessons

2- secures class attention, but with considerable effort; superficially defines purpose and objectives; outlines scope of lesson; stresses importance of material; inadequately relates instruction to preceding or succeeding lessons

3- Secures class attention; adequately defines purpose and objectives; outlines scope of lesson; stresses importance of material. For the second and succeeding hours of a continuous block of instruction handled by the same instructor: secures attention and ties in the work of the hour to that of the preceding hour(s)

4- captures attention effectively and effortlessly; clearly explains purposes and objectives; stresses importance of material to individual; fully defines the scope of the lesson; and/or refers the lesson to related materials

5- use imagination and ingenuity in securing immediate and undivided attention of class; defines purpose and objectives of lesson clearly and fully; sells importance and meaningfulness of material to the individual; provides an interesting overview of the scope of the lesson; and/or relates present instruction to materials previously learned

## Preparation and Planning

1. Little or no planning in evidence; no provision made for individual differences, objectives undefined, unattainable, or unrealistic; organization haphazard; fails to provide for integration with other lessons.

2. Planning incomplete and superficial; provision made for meeting needs of faster or slower students with little regard for others; objectives not clearly defined; organization and continually somewhat lacking; extremely limited provision for integration.

3. Obviously planned, and with some imagination; shows consideration for individual and class differences; objectives clearly defined; organization adequate; simple to complex order emphasized; recognizes the need for integration; method and techniques appropriate.

4. Very well prepared; material well organized; evidence of thoughtful planning; objectives clearly and well defined; plans for meeting individual and class differences; selects an appropriate variety of techniques and materials; provides for integration.

5. Completely and thoroughly prepared; imaginative planning; intelligent and comprehensive organization of material; evidence of complete and thoughtful planning for meeting individual and class differences; objectives valid, attainable, and clearly set forth; techniques selected require student participation; provision for integration.

## Lesson Development

1. Presentation fails because of poor organization, lack of unity, or inappropriate method or technique; techniques bungled, individual differences ignored; fails to understand student difficulties; instruction is unquestionably dull, prosaic, and plodding; student reaction neither solicited nor encouraged; “floored” by the unexpected; examples and illustrations lacking.
2. A barely acceptable presentation because of faulty organization, abrupt transitions, marginal application of techniques; instruction borders on the dull, prosaic, and plodding; no use made of student leads; instructor relatively inflexible; reads notes frequently; treatment of students impartial but unsympathetic; frequently fails to understand student learning difficulties; illustrations or examples infrequently used or inappropriate.
3. A reasonably good presentation, well organized; techniques appropriate but limited in variety; attends to obvious student difficulties; subject matter sometimes emphasized to the exclusion of individual student needs; uses notes inconspicuously; usually makes transitions smoothly; some use made of student leads; handles most unexpected situations well; uses appropriate illustrations and examples.
4. A very good lesson, well organized, interesting and informative, understandable and clear; good transitions: appropriate variety in techniques and materials; effectively uses student contributions and leads: handles the unexpected quite well; adapts work to individual needs with better than average success; uses examples and illustrations effectively.
5. A fine lesson, exceptionally well organized, interesting, coherent, unified; variety of techniques and materials used skillfully; smooth transitions from one phase of lesson to another, clever and unique approach; flexible; resourceful in meeting unanticipated situations; ingeniously exploits student contributions; thoroughly understands learning difficulties of students; uses many vivid and apt illustrations and examples.

## Solicited and utilized student feedback

1. No evidence of planning, question 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; does not follow OFPC lesson plan
2. Inadequate planning in evidence; 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; mostly follows OFPC lesson plan
3. Some evidence of planning; question reasonably well formulated and understood by students; uses some thought-provoking questions; mechanics of questioning satisfactory; student questions and responses handled adequately; follows OFPC lesson plan without emphasis or enhancement to audience needs
4. Evidence of planning; uses suitable questions which produce interested and generally effective student responses; frames thought-provoking questions; uses correct procedures; distributes questions and provides excellent answers; follows OFPC lesson plan with emphasis but no enhancement for audience needs
5. Evidence of careful planning for the use of questions; unusually skilled in asking questions which elicit responses related to the objective; questions widely distributed among class; handles student questions and responses exceptionally well; employs student responses to move the lesson forward; encourages student questions and provides clear and complete answers; follows OFPC lesson plan with correct emphasis and enhances to specific audiences

## Student Participation

1. Active Participation: instructor unable to obtain participation or instructor unwilling to encourage participation; students obviously sullen or rebellious; students hesitant or afraid to take part because of poor instructor-student rapport. Passive Participation: instructor obviously unable to generate interest; students bored, restless or inattentive
2. Active Participation: environment created by instructor fails to elicit general interest and participation; many students reluctant to take part; participation obtained by compulsion; instructor depends upon a few aggressive students for reaction; some imbalance in student-instructor active participation. Passive Participation: student interest and attention marginal; lapses in attention frequent and sustained
3. Active Participation: real interest in participating aroused in most students; timid and weaker students not responding; adequate balance of student-instructor active participation, consistent with method used. Passive Participation: students interested and attentive with only occasional and temporary lapses
4. Active Participation: most students willing to participate; students with the instructor all the way; only a few students must be cajoled into taking part; excellent balance of student-instructor active participation. Passive Participation: students interested, show that they are with the instructor; lapses in attention rare
5. Active Participation; participation spontaneous; atmosphere created by instructor encourages student participation; all students eager to take part; students assume responsibility for their own learning; proper balance of student-instructor active participation maintained, consistent with method used. Passive Participation; students evidence high interest in the presentation, "hanging on every word"; attention sustained throughout the period

## Selection and Use of Training Aids

1. 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.
2. Poor judgment in selection of types of aids; incomplete preparation for use; lesson constructed around aids prepared for other instruction; aids used solely as "eyewash"; transition between aids lacks smoothness; mechanics of using aids occasionally mishandled.
3. Training aids adequate-illustrate the point; evidence of preparation and acquaintance with aids; aids introduced at proper time and used with satisfactory skill.
4. Shows imagination and originality in the selection and development of aids; well prepared for the use of aids; aids smoothly displayed; aids integrated into lesson; excellent accompanying explanation; mechanics of use of aids well handled.
5. Shows exceptional imagination and ingenuity in the selection and development of training aids; evidence of careful and complete preparation for the use of the aids; aids displayed smoothly and skillfully; aids completely integrated into the lesson; accompanying explanation crystal-clear and complete; mechanics of use of aids exceptionally well handled.



## **Was application appropriate for material covered**

- 1- OFPC lesson plan not followed; unorganized; few students were afforded opportunity to apply lesson content; lesson had students apply the wrong content from the course; no coaching of skill performance
- 2- OFPC lesson plan followed; unorganized; lesson applied the correct course content; most students were afforded an opportunity to apply lesson content; coaching of performance above or below expected level of students
- 3- OFPC lesson plan followed; organized; most to all of the students were able to apply course content; performance coached adequately
- 4- OFPC lesson plan followed flawlessly; all of the students were able to apply course content; very well organized; activity was enhanced with appropriate content from the course or commonly accepted practices; coaching of performance motivated students
- 5- OFPC lesson plan followed flawlessly; all of the students were able to apply course content; other course principles were seamlessly integrated into the application; students demonstrated competency of application and self-actualization in scope of entire course as a result of exceptional coaching

## **Was evaluation conducted and proper**

- 1- no evaluation of student learning was performed; or evaluation was inappropriate
- 2- evaluation was performed in unorganized manner; token evaluation was performed; evaluation was conducted partial to methods not specifically addressed in course curriculum; results are not kept confidential or respectful
- 3- evaluation was conducted in an organized manner; evaluation was meaningful; impartial evaluation was performed reflective of the course curriculum criteria; learners are treated respectfully and results are kept confidential
- 4- evaluation was conducted in a very organized manner; evaluation was meaningful and impartial; learners were able to readily identify value of their performance
- 5- evaluation meets criteria of #4 and learners have clear plan for improvement or maintenance of skills or knowledge

## **Instructor stressed safety throughout the presentation**

- 1- safety was not stressed at any point during the lesson
- 2- safety was only stressed in specific safety sections of lesson plan; token mention of safety occurred during lesson
- 3- safety was stressed as per OFPC lesson plan; safety was stressed during all operations of the lesson; individual safety was related to overall company and FD safety
- 4- safety was stressed above and beyond the requirements of the lesson plan; instructor seamlessly incorporated safety into every lesson; reference made to 16 life safety initiatives
- 5- learners exhibit instructor's respect for safety and that is natural part of operations; learners demonstrate connection of safety to 16 life safety initiatives

## **Closing techniques and summary were appropriate**

Each concluding lesson in a block of instruction requires a complete and comprehensive summary in which the main teaching points are emphasized and further applications are delimited, and a strong closing statement. Preceding lessons within the block require only periodic internal summaries.

1. No summary provided – or simple makes a token effort to summarize.
2. Internal summaries lacking: merely restates scope of lesson or hurriedly recaps teaching points.
3. Recaps main teaching points; clears up student confusion.
4. Evidence of careful attention to summary: recaps effectively; re-emphasizes main teaching points; clarifies difficult areas; uses a closing statement.
5. Uses imagination and originality in concluding the lesson; recapitulation is complete and comprehensive; primary teaching points are emphasized and difficult areas clarified; new relationships are defined; strong closing statements.

## **Punctual and class was on schedule**

1- began late; paid no attention to break times; lesson went too late because of wasted time; no preparation of training materials and/ or props

2- predictable delays due to minimal preparation of training materials and/ or props; avoidable lapse of break times

3- reasonable time management with minor delays; attention to break time management; minimal delays due to preparation of training materials and/ or props

4- Disciplined use of break times; almost no delays; easily completes lesson activities

5- No wasted time; breaks very adequate yet very disciplined; seamless transitions from break to lesson time; subtle use of environment during break to reinforce objectives

## **Timing was proper**

1- lesson ends more than 30 minutes prior to estimated time in lesson plan; learners are consistently rushed to conclude lesson; instructor fostered culture of class is to not ask questions or comment to conclude lesson early

2- lesson consistently runs more than 30 minutes beyond the time estimated in the lesson plan; poor time management

3- lesson concludes within 15 minutes of estimated time in lesson plan; learners are not rushed to conclude lesson; learners appear comfortable and freely ask questions and make comments; activities are prepared and managed well

4- lesson concludes on scheduled time; learners appear comfortable and free to ask questions and make comments; instructor makes above average use of discussion and evaluation methods

5- lesson concludes on scheduled time; learners are adequately challenged and seek to engage content further; discussions and evolutions are managed perfectly

# **Facilities Evaluation**

## **Are safe and appropriate to meet objectives**

1- facilities are unsafe

2- facilities are safe but not conducive to learning

3- facilities are safe and meet basic educational needs

4- facilities are safe and contribute to student comfort; facilities enhance participant learning and instructor effectiveness

5- facilities are safe and accommodate all student needs; facilities provide the most effective learning atmosphere; facilities promote learners to pursue more advanced training and education