

Instructor Evaluation Guidelines: Delivery

The introduction section of the lesson presentation establishes the foundation for the entire lesson. The instructor should gain the participant's attention, explain his/her credibility, review lesson objectives, provide an overview or route to the objectives, and explain why the lesson is important to the participants/BLM.

a. Gain the Participant's Attention

- To gain the student's attention and get them interested in the lesson topic, tell a story, share a fact or facts, show a short video clip (couple of minutes max), ask a question, or dress-up in a costume, use props, etc.
- Involve the students in an individual or group warm-up exercise. However, keep the exercise simple and short to avoid a lengthy introduction that cuts into precious content time.
- The primary focus here is to get the participants really interested in the lesson topic so they will stay focused throughout the lesson.
- It is possible this step could also serve to inspire and/or motivate the participants; therefore the hook/WIIFM may not be required later in the introduction.

b. Introduce Self; Establish Credibility

- When meeting with the students for the first time, instructor should provide professional background information to establish credibility with the students.
- Provide personal experiences that enhance the lesson and are directly related to the topic and/or objectives. One personal experience is generally adequate for the introduction. Keep it short < 1 minute.

c. Review the Objectives with the Students

- Explain to the students that the objectives are not just for the instructor, but should also be the students' objectives. Simply reading or having the students read these objectives is not adequate.

- Explain how each objective applies to what the students are required to accomplish on the job. Each objective should relate to a specific job competency.
- Check with the students to determine their degree of understanding of the objectives.
- Place the objectives on a board, or display them in some manner that allows the student to reference them throughout the lesson presentation.

d. Explain Why the Lesson is Important

- Explain why the lesson is important to the participant's jobs and career development. This requires the instructor to be knowledgeable of the "big picture" in how the lesson will help their job performance in the field. Maybe the new knowledge or skill will save them time, enhance performance, or improve safety.
- Explain why the lesson is important to the BLM. Stress to the students how important the lesson is for the BLM. Maybe the training will help the BLM save time, money, or keep it out of unnecessary litigation.
- This component of the introduction is sometimes referred to as the "hook", "motivation statement", or "WIIFM" (what's in it for me?).
- Bottom line: this component of the lessons "sells" the need for the lesson.

e. Describe How Lesson Objectives will be Achieved

- Simply stated, tell the students what main ideas/points will be covered in during the lesson presentation.
- Also inform the participants of any exercises that will be required of them during the lesson.
- This component of the introduction is sometimes referred to as the "overview" or "route".
- Bottom line: this component is a "road map" for the students; it lets them visually see where the instructor is taking them before the lesson journey begins.

BODY/PRESENTATION

The body of the lesson plan is where the instructor covers the content of the lesson. While delivery styles will vary between instructors, every instructor should follow a standardized lesson plan to ensure targeted objectives are achieved. The NTC evaluator will provide feedback using the NTC Instructor Evaluation Checklist which is based on the on the following factors:

a. Prepare for the Lesson

- Make sure the classroom is physically ready for the student to receive training; that is (seating arrangements are adequate; training equipment is in good working condition and available as required.
- Materials such as transparencies, slides, and charts are accurate and in good working condition.
- Student materials were available when referenced and or needed to conduct an exercise or discussion.
- Lesson plan is available and referenced when necessary to maintain continuity, organization, and flow.

b. Cover Content Thoroughly

- Cover all main points/ideas mentioned in the route/overview during the introduction.
- Cover all content and skills outlined in the lesson objectives.
- Instructor conducted all exercises mentioned in the route/overview during the lesson presentation.

c. Use Participant-Focused Delivery Strategies

- Do not lecture!
- Avoid “passive learning” strategies like lecturing that do not involve the participants.
- Incorporate “active learning” strategies that involve the learner.
- Use delivery strategies that involve the participants like topic, video, and case-study discussions as well as individual and group exercises such as interviews,

role-play, games, brainstorming groups, and critical thinking.

- Ask students to share personal experiences and examples.
- Bottom line: Encourage participation!

d. Share Personal Experiences/Examples to Emphasize Material

- Share personal experiences that are related to the subject.
- Share examples throughout the lesson so participants can grasp a hold of concepts and principals.

e. Use Time Effectively and Maintained Flexible Schedule

- Stay on time throughout the lesson. This shows the instructor is well prepared.
- Follow the instructional time allowed in the approved curriculum.
- Be open to discussions that enhance the lesson but do not lose sight of the lesson.
- Offer to meet students outside the classroom to discuss their thoughts when too much time is being spent in areas not related to the lesson.

f. Use Questioning Techniques Effectively

- Use questions to get students involved in the lesson.
- Phrase questions clearly and concisely.
- Use different types of questions and questioning techniques during the presentation.
- Ask questions that promote thought and discussion.
- Ask "open-ended" not "closed-ended" questions.
- Allow adequate time for students to respond, and make sure to allow them to complete their response.
- Give complete and accurate answers to questions asked by the students or ask relay questions that place the ones on participants to answer.
- Maintain psychological safety in the classroom. Never embarrass a student who gives an incorrect answer. That discourages further participation.
- Do not answer self-generated questions.
- When asking questions, make sure they are asked to accomplish a purpose. Many reasons exist for using

questions. Questions involve the students in the learning process and provide feedback on student comprehension of the subject matter. They also allow a presenter to resolve areas of confusion and determine student accomplishment of learning objectives.

- *Properly used, questioning techniques are one of the most powerful tools available to instructors.*

g. Create and Maintain a Positive Learning Environment

- Establish acceptable boundaries of behavior early in the learning environment.
- Maintain classroom standards of acceptable behavior so that other episodes do not occur.
- Do not allow any one participant to dominate and/or control the learning environment.
- Do not allow derogatory language or behavior to be used in the learning environment.
- Do not allow distractive behaviors to continue the learning environment (e.g., sleeping, unrelated side bar conversations, loud noises, no-participation, etc.).
- Praise participants for participation in exercises and in discussions regardless of the quality/accuracy of responses.
- Discuss unacceptable behavior outside of the learning environment with participants and formulate actions plans before returning to the learning environment.

h. Used Technology Effectively

- Effectively use transparencies, wall charts, movies, slides, PowerPoint and handouts, etc. to receive the full benefit from them.
- Make certain that all training aids are visible and available to all participants.

i. Transitioned Material Effectively

- Use transition statements that allow the participants to follow along throughout the lesson. Transitions signal to the students that one topic is ending a new topic is beginning.

- Tie material together in a meaningful manner. Link material previously taught with the present material, and link the present material with what will be taught later.
- Transitions let the participants know what main point/idea was covered and what main point/idea will be covered next.
- A good transition always “reviews” and “previews” for the participants throughout the lesson presentation.

ASSESSMENTS

This section deals with how well the instructor measures participant achievement of stated lesson objectives. Assessments can be conducted at anytime during the lesson and are usually accomplished via questions, exercises, and/or quizzes/tests.

a. Check for Participant Comprehension

- Continuously assess the participants throughout the lesson to determine if lesson objectives were achieved.
- Use questions, quizzes, exercises, performance assessments, and written tests to determine if participants have achieved stated lesson objectives.

b. Align Assessments with Objectives

- Ensure on exercises, quizzes, written test, performance evaluations, and questions align with stated lesson objectives.
- Participants should not be asked to “do” anything that does not link back to stated lesson objectives.

c. Provide Detailed Instructions for Assessments

- When conducting an assessment of any kind, be sure to give specific instructions to include: how long the participant has, what equipment, tools, or materials are required, what they will be required to do before, during, and after the assessment.
- Include any guidelines or rules for conducting/completing the assessment.

d. Allow Participants to Demonstrate

- Participants should be provided the opportunity to demonstrate they have achieved stated lesson objectives.
- Provide participants with enough time to demonstrate they achieved the stated objectives. This would include enough time for a self-assessment as well as time for peer and instructor feedback on performance.

MECHANICS (PHYSICAL BEHAVIORS)

This section deals with how well the presenter is prepared to teach the material. While personal characteristics will vary between instructors, everyone can use several tools of the trade to enhance the effectiveness of the lesson. The evaluator will judge the presentation based on the following factors:

a. Maintain Proper Eye Contact

- Maintain eye contact with students to hold their attention and to gather nonverbal feedback from them.
- Avoid excessive reading from the lesson plan, dry-erase board, or PowerPoint screen. As a general rule, instructors should talk only when looking at the students.

b. Use Gestures Effectively

- Use gestures to stress a point.
- Use gestures that are appropriate to the point being emphasized/made.
- Use gestures that are spontaneous, natural, and comfortable for presenter and students.

c. Use Voice Effectively

- Make sure your voice is reasonably pleasant (quality), easily understood (intelligibility), and expresses differences in meaning (variety).
- *Quality* includes not only the sound of the voice but the feelings projected when spoken. *Intelligibility* refers to clear articulation, correct pronunciation, and the use of correct grammar. *Variety* includes the use of variation in rate, volume, force, and pitch of spoken words.

d. Maintain a Positive, Professional, Enthusiastic Attitude

- Show a sincere concern for student comprehension. Never display cynicism, intimidate students, or use profanity or “off-color” remarks.
- Project professionalism by presenting a smart, concise, and meaningful presentation.
- Show a positive and enthusiastic attitude toward the subject. Use enthusiasm to maintain student interest.

e. Avoided Distracting Mannerisms

- Avoid distracting behaviors, such as playing with a marker or pointer, sticking hands in pockets, or using gestures excessively.
- Avoid using stock expressions like “you know”, “alright”, and “okay”.
- Avoid vocalized pause. Too many “uhs” and “ums” can distract members from the target audience.

CONCLUSION

The lesson conclusion is delivered to ensure the major discussion points from the body of the lesson are reinforced with the participants and to reassure them that previously stated objectives for the lesson have been achieved.

a. Review Objectives

- Since the objectives are the “measuring stick” for successful performance, restate or paraphrase the objectives and discuss their relationship to the lesson material.

b. Summarize Each Main Point/Idea

- Summarize the material in the lesson at least once to ensure student understanding. In some cases, lesson content may need to be summarized more than once.
- The amount of content that is covered again in the summary is not the issue; rather, were key points highlighted from each main point/idea?
- Summarize the content covered in each of the major teaching points of the lesson.
- When summarizing at the end of a lesson, use the major teaching points and/or objectives as an outline for the summary.
- Use summaries to maintain continuity within a lesson or to emphasize areas of importance.

c. Emphasize the Transfer of New Knowledge/Skill

- Explain to the participants how the knowledge and/or skill obtained from taking the lesson can be used back on-the-job.

d. Use Questions to Check for Learner Understanding

- Ask questions that help determine if the students understand the material. Specifically, can the participants “do” what is stated in the lesson objectives.
- Ensure questions require students to respond at the learning level required by the objectives.
- Ask thought-provoking, probing questions related to the objective(s) that require participants to do more than just answer “yes” or “no”.