



# Police and Correctional Training Commissions

## INSTRUCTOR EVALUATION FORM

Instructor's Name: \_\_\_\_\_

Certification Number \_\_\_\_\_

Instructor's Agency/ Academy \_\_\_\_\_

This Evaluation is for:

(Check ALL that apply)

- Classroom Instruction  
Complete Section A and submission endorsements below.
- Firearms Range Line Instruction  
Complete Section B and submission endorsements below.
- Emergency Vehicle Operation Course Instruction  
Complete Section C and submission endorsements below.
- Defensive Tactics Practical Skills Instruction  
Complete Section D and submission endorsements below.

**Note: This form may be used for any one or combination of the above categories, but multiple evaluations of any single category requires separate forms.**

### Section A - Classroom Instruction

Competency 1 Score \_\_\_\_\_  
Competency 2 Score \_\_\_\_\_  
Competency 3 Score \_\_\_\_\_

**Total Score** \_\_\_\_\_

### Section B - Firearms Range Line Instruction

Competency 1 Score \_\_\_\_\_  
Competency 2 Score \_\_\_\_\_  
Competency 3 Score \_\_\_\_\_  
Competency 4 Score \_\_\_\_\_

**Total Score** \_\_\_\_\_

\_\_\_\_\_  
Printed Name of Evaluator

\_\_\_\_\_  
Printed Name of Evaluator

### Section C - Emergency Vehicle Operation Course Instruction

Competency 1 Score \_\_\_\_\_  
Competency 2 Score \_\_\_\_\_

**Total Score** \_\_\_\_\_

### Section D - Defensive Tactics Practical Skills Instruction

Competency 1 Score \_\_\_\_\_  
Competency 2 Score \_\_\_\_\_  
Competency 3 Score \_\_\_\_\_

**Total Score** \_\_\_\_\_

\_\_\_\_\_  
Printed Name of Evaluator

\_\_\_\_\_  
Printed Name of Evaluator

Evaluation Form Submitted by

Name(Print) \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Title: \_\_\_\_\_ Agency \_\_\_\_\_

**Section A – Classroom Instruction**

(Course Title)	(Class Presentation)	(Total Evaluation Hours)
(Evaluator’s Name - Please Print)	(Evaluator’s Certification Number)	

Please rate the instructor in all categories on a sliding scale from 1 to 4,  
 4 = Exceeds Expectations    3 = Meets Expectations    2 = Needs Improvement    1= Unsatisfactory Performance

<b>Competency 1: Establish and maintain instructor credibility</b>	<b>Score</b>
1. Follows organizational dress code appropriate for this instructional situation.	
2. Establishes and maintains an atmosphere of mutual respect.	
3. Avoids bias or prejudice against individuals in the classroom, either through language, behavior, or reference.	
4. Provides clear and simple explanations of key points in the lesson.	
5. Provides evidence of practical experience in applying the content.	
6. Displays confidence in his/her content knowledge, experience and teaching skills.	
7. Uses learners’ own experiences to enhance their understanding of content.	
<b>Total Score—Instructor Credibility</b>	
<b>Competency 2: Manage the learning environment</b>	<b>Score</b>
8. Announces lesson or module objectives at beginning of lesson.	
9. Encourages learners with different learning styles.	
10. Creates and use examples or exercises to meet learner needs.	
11. Balances time for learner questions and comments with time for other instructional activities.	
12. Manages class time so all learning objectives are met.	
13. Uses a variety (minimum of 2) of instructional methods such as:	
a) lecture with questions                      e) practical                                      i) games b) demonstration                                      f) role play                                      j) discovery learning c) guided discussion                                      g) case study                                      k) brainstorming d) lead through practical                                      h) simulations	
14. Manages the type and amount of learner participation to ensure maximum learning from each activity.	
15. Writes on easel pad or chalk(less) board and avoid:	
a) turning back to learners                                      c) writing too small b) delaying activities while writing                                      d) unreadable writing	
16. Uses a variety of training aids such as:	
a) chalk/white board                                      c) handouts                                      e) transparencies b) easel pad/posters                                      d) Power Point                                      f) videotape	
17. Applies the basic principles of media	
a) readability (display size and content organization)                                      c) amount of content per screen/page b) viewing distance requirement                                      d) contrasting colors and color combinations	
<b>Total Score—Learning Environment</b>	
<b>Competency 3: Demonstrates presentation and feedback skills</b>	<b>Score</b>
18. Uses appropriate verbal and nonverbal language.	
19. Breaks content down into its components to clarify a point or correct a misunderstanding.	
20. Projects the voice to reach all learners in the room.	
21. Uses questions to:	
a) stimulate interest in a topic                                      d) challenge learners to go beyond content to draw b) build learner confidence                                      conclusions and extend applications. c) summarize content, or	
22. Uses paraphrase to confirm understanding.	
23. Performs comprehension checks to ensure instructor is reading learner cues correctly.	
24. Integrates encouragement into feedback so learners are comfortable correcting their mistakes.	
25. Uses summaries to integrate and focus main content points.	
<b>Total Score—Presentation/Feedback</b>	

## Section B – Firearms Range Line Instruction

\_\_\_\_\_  
(Course Title)

\_\_\_\_\_  
(Class Presentation )

\_\_\_\_\_  
(Total Evaluation Hours)

\_\_\_\_\_  
(Evaluator's Name - Please Print)

\_\_\_\_\_  
(Evaluator's Certification Number)

<b>Competency 1 – Line Duties</b>	<b>Value</b>	<b>Score</b>
Knows line safety procedures.	1 – 4	
Demonstrates integrity in enforcing Commission and agency regulations	1 – 3	
Is alert to problems on the line.	1 – 3	
Resolves line problems quickly and efficiently.	1 – 3	
Gives commands and explanations clearly and precisely.	1 – 3	
Scores targets accurately and in a timely manner.	1 – 2	
<b>Total Score – Line Duties</b>	<b>6 – 18</b>	
<b>Competency 2 – Knowledge of Shooting Fundamentals</b>	<b>Value</b>	<b>Score</b>
Demonstrates knowledge in identifying and correcting shooter errors and organized.	1 – 4	
Effectively communicates corrective procedure.	1 – 4	
<b>Total Score – Knowledge of Shooting Fundamentals</b>	<b>2 – 8</b>	
<b>Competency 3 – Weapon Knowledge</b>	<b>Value</b>	<b>Score</b>
Knows weapons' safety characteristics.	1 – 3	
Demonstrates and explains weapon mechanics:		
- Ability to identify and clear malfunctions	1 – 2	
- Knows loading and unloading procedures	1 – 2	
- Knows weapons' operating systems	1 – 2	
<b>Total Score – Weapon Knowledge</b>	<b>4 – 9</b>	
<b>Competency 4– Line Presence</b>	<b>Value</b>	<b>Score</b>
Installs confidence in shooters	1 – 3	
Displays fairness and impartiality	1 – 3	
Exhibits professional demeanor	1 – 3	
Displays self-confidence	1 – 3	
Maintains a professional personal appearance	1 – 3	
<b>Total Score – Line Presence</b>	<b>5 – 15</b>	

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

## Section C - Emergency Vehicle Operation Course Instruction

\_\_\_\_\_  
(Course Title)

\_\_\_\_\_  
(Class Presentation )

\_\_\_\_\_  
(Total Evaluation Hours)

\_\_\_\_\_  
(Evaluator's Name- Please Print)

\_\_\_\_\_  
(Evaluator's Certification Number)

<b>Competency 1 - Practical Exercise Teaching Skills</b>	<b>Value</b>	<b>Score</b>
Properly presents exercise and gives thorough overview, explaining why the exercise is performed, how it is to be performed and what is expected .	1 – 5	
Explains in logical, step-by-step, meaningful sequence, how the exercise is to be done.	1 – 5	
Is clear and concise and uses proper terminologies in teaching explanations.	1 – 5	
Is patient and methodical when teaching student drivers and gives the proper correction and/or praise.	1 – 5	
Ensures that students are learning concepts and principles.	1 – 5	
Demonstrates the exercise with smoothness and precision.	1 – 5	
Demonstrates the exercise in a fashion consistent with theory and explanation.	1 – 5	
<b>Total Score – Practical Exercise Teaching Skills</b>	<b>7 – 35</b>	

<b>Competency 2 – General/Operational Skills</b>	<b>Value</b>	<b>Score</b>
Program sequence is structured and organized.	1 – 5	
Is seated in the car or stationed in a fashion capable of taking immediate action..	1 – 5	
Is alert to potential problems and gives directions accordingly.	1 – 5	
Is mindful of all other training activities and personnel.	1 – 5	
Works well as a team player with other instructors.	1 – 5	
Gives fair and impartial evaluations, written and verbal.	1 – 5	
Completes lesson in the time frame planned\scheduled.	1 – 5	
Dressed professionally and appropriately for the training session.	1 – 5	
<b>Total Score – General/Operational Skills</b>	<b>8 – 40</b>	

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

### Section D– Defensive Tactics Practical Skills Instruction

\_\_\_\_\_  
(Course Title)

\_\_\_\_\_  
(Class Presentation )

\_\_\_\_\_  
(Total Evaluation Hours)

\_\_\_\_\_  
(Evaluator's Name- Please Print )

\_\_\_\_\_  
(Evaluator's Certification Number)

<b>Competency 1 – Exercise Physiology</b>	<b>Value</b>	<b>Score</b>
Explains the benefits and limitations of anaerobic and aerobic exercises	1 – 5	
Identifies different exercises and workouts which will enhance muscle tone, strength, cardiovascular endurance and coordination	1 – 5	
Distinguishes between isometric and isotonic workouts	1 – 5	
Articulates the relationship between nutrition, diet and overall physical condition.	1 – 5	
Conducts proper warm-up and cool-down exercises	1 – 5	
Alternates workouts between strength training and aerobic conditioning on a daily basis.	1 – 5	
<b>Total Score – Exercise Physiology</b>	<b>6 –30</b>	
<b>Competency 2 – Class Management</b>	<b>Value</b>	<b>Score</b>
Ensures proper equipment is available for each session	1 – 5	
Inspects training area to identify and eliminate potential hazards.	1 – 5	
Organized students into subgroups based on physical size and relative ability.	1 – 5	
Monitors student behavior to eliminate unproductive or unsafe activities.	1 – 5	
Ensures that all students are actively engaged in the learning experience.	1 – 5	
<b>Total Score – Class Management</b>	<b>5 – 25</b>	
<b>Competency 3 – Practical Exercise Teaching Skills</b>	<b>Value</b>	<b>Score</b>
Clearly explains and demonstrates each learning activity.	1 – 5	
Breaks down complex activities into basic elements for each practice and efficiency.	1 – 5	
Remains alert for potential problems.	1 – 5	
Evaluates each student's performance for proper techniques	1 – 5	
Conducts a review of learned skills prior to introducing new or complex skills.	1 – 5	
<b>Total Score – Practical Exercise Teaching Skills</b>	<b>5 - 25</b>	

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date