



NTED TPP Instructor Evaluation Form On-Site Delivery

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FEMA

Document Control

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Effective Date:	12/13/2021	Name:	Terry L. Pruitt
Expiration Date:	None, unless specifically cancelled by formal document change.	Title:	Chief, Training Partners Program
Document Custodian:	Ronald Collins		

Record of Changes

Date	Document Version	Document Revision Description	Document Author
11/23/2021	1.0	Initial Release	NTED/TPP

NTED TPP Instructor Evaluation Form - On-Site

Evaluation Information

Evaluator Name:

Instructor Name

Training Date:

Training Organization:

Training Site - Location:

City, State:

Reason for Evaluation

Initial

Follow-Up

Requested by NTED

Periodic (every 3 years)

Rating Legend (* indicates comments required)

5* = Exemplary

4 = Exceeds Expectations

3 = Meets Expectations

2 = Developing

1* = Needs Improvement

NA = Not Applicable or Not Observed

Instructions to the Evaluator

Record the appropriate rating in the Score box for each evaluation item (see legend above) or check the NA box if the item is not applicable or observed. Items rated as "5" or "1" require written justification in Section Two (2) of this form (reference the item number).

When an instructor receives an overall average rating of "1.9" or less in any of the sections below, the Training Provider/Developer will discuss the need to conduct a follow-up evaluation within 120-days.

Once evaluation is completed, please save the file using the following naming convention:

<IA-Lastname Firstname (ddMMMyyyy)>

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1. Planning and Organization

Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Participation Expectations					NA	Score
Instructor clearly establishes ground rules and expectations with participants at the beginning of the session, providing useful examples and clarification as needed.	Instructor establishes ground rules and expectations with participants at the beginning of the session, including providing examples and clarification as needed.	Instructor establishes ground rules and expectations regarding participation.	Instructor establishes some ground rules, expectations regarding participation.	Instructor does not establish ground rules and expectations with participants.		
Technology Orientation					NA	Score
Instructor provides an exceptional orientation to any technology elements, if applicable, and ensures that participants familiarize themselves with any tools. Ensures that all resources are available.	Instructor provides participants with a thorough orientation to any technology elements, if applicable, and allows participants to familiarize themselves with any tools. Ensures that all resources are available.	Instructor provides participants with an adequate orientation to any technology elements, if applicable.	Instructor provides participants with an inadequate orientation to any technology elements, if applicable.	Instructor does not provide participants with an orientation to any technology elements when applicable. Does not ensure that all resources are available.		
Instructional Organization					NA	Score
Instructor leads a class session that evidences thorough preparation, is well-organized, clearly aligned with stated objectives, and summarizes main points. Instructor is prepared with relevant examples, pertinent anecdotes, and appropriate supplemental materials.	Instructor leads a class session that is well-organized and prepared, aligns with stated objectives, and summarizes main points. Instructor utilizes examples, anecdotes, and appropriate supplemental materials.	Instructor leads a class session that is generally well-organized and prepared. Lecture follows course outline; activities, and examples. Supplemental materials support objectives.	Lecture generally follows course outline; instruction and examples are not fully aligned with learning objectives.	Instructor leads a class session without attention to learning objectives, instruction and examples do not align with learning objectives. Does not make good use of allotted time.		

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Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Instructional Methods					NA	Score
Instructor ensures delivery is suitable for diverse participants and provides opportunities for participant involvement and success. Poses clear and relevant questions, utilizing a variety of types and levels to facilitate and guide discussions and optimize learning. Responds to questions from participants, redirecting and building on responses in subsequent learning activities. Draws upon the knowledge and experience of participants. Provides clear, timely, relevant, and specific feedback and varied means of clarification. Provides opportunities for participants to reflect, review, and request clarification. Explores conditions that may help or hinder transfer.	Instructor ensures delivery is suitable for diverse participants and provides opportunities for participant involvement and success. Poses a variety of question types and levels to generate and guide discussions and promote learning. Responds to questions from participants, at times connecting to subsequent learning activities. Solicits knowledge and experience of participants. Provides feedback and varied means of clarification. Explores conditions that may help or hinder transfer.	Instructor provides adequate opportunities for participant involvement and success. Utilizes some clear and relevant questions to promote discussion and learning. Responds to questions from participants. Draws upon some knowledge and experience of participants. Provides adequate feedback and clarification when requested. Allows for reflection and review.	Instructor provides some opportunities for participant involvement and success. Instructor utilizes a limited variety of question styles. Responses to participant questions are unsatisfactory at times. Provides limited feedback.	Instructor allows limited opportunities for participants to become involved, ask questions, or contribute knowledge and experience. Uses a limited number of questioning techniques and means of seeking clarification. Does not provide adequate opportunities for reflection or review, or exploration of conditions that may help or hinder transfer. Provides little to no feedback.		

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Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Instructional Activities					NA	Score
Instructor's delivery appeals to diverse participants. Instructor keeps learning activities focused and links learning activities to prior knowledge. Provides opportunities to practice newly acquired skills, practice in realistic settings, and to plan for future application. Provides ample opportunities for autonomous learning. Brings learning activities to closure by reviewing learning objectives.	Instructor's delivery is well-suited to diverse participants. Instructor links learning activities to prior knowledge. Provides opportunities to practice newly acquired skills in realistic settings. Provides frequent opportunities for autonomous learning. Brings learning activities to closure by reviewing learning objectives.	Instructor's delivery is acceptable for diverse participants. Instructor keeps learning activities focused and links learning activities to prior knowledge. Provides opportunities to practice newly acquired skills, practice in realistic settings, and to plan for future application. Provides opportunities for autonomous learning. Brings learning activities to closure by reviewing learning objectives.	Instructor's delivery may not be acceptable for diverse participants. Keeps learning activities focused and links learning activities to some prior knowledge. Provides limited opportunities to practice newly acquired skills, with some practice in realistic settings.	Instructor delivery does not accommodate diversity of participants. Learning activities are not focused or linked to prior knowledge or learning objectives. Does not provide adequate opportunity to practice newly acquired skills.		
					Average	

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2. Classroom Environment

Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Classroom Management					NA	Score
Instructor expertly facilitates the learning process and efficiently allocates class time; manages participant interactions and expectations, adapting to the dynamics of the learning environment. Encourages and supports collaboration and provides opportunities for participants to give feedback.	Instructor effectively facilitates the learning process and efficiently allocates class time; and manages participant interactions and expectations. Establishes an environment that fosters learning and performance, encouraging collaboration and participant feedback.	Instructor monitors the learning process and maintains adequate control of participant interactions. Manages an environment that fosters learning and performance.	Instructor does not consistently monitor the learning process or maintain adequate control of participant interactions. Does not establish an environment that consistently fosters learning and performance.	Instructor does not effectively manage the classroom environment or facilitate learning and performance.		
Classroom Climate					NA	Score
Instructor creates a constructive, encouraging and open classroom environment. Instructor provides explicit guidance regarding ground rules for discussion, collaboration, and inclusiveness. Instructor elicits questions, models and promotes civility. Instructor ensures that discussions are respectful and handles even difficult topics with tact and sensitivity.	Instructor establishes a constructive, open classroom environment. Instructor provides guidance regarding ground rules for discussion, collaboration, and inclusiveness. Instructor encourages questions and respectful interactions among participants.	Instructor establishes a constructive classroom environment and provides guidance regarding ground rules for discussion. Instructor allows for questions and encourages participants to be respectful in their interactions.	Instructor allows a classroom environment that is not entirely constructive. Instructor may not establish clear guidelines for interactions or may not consistently allow for questions.	Instructor does not establish a constructive classroom environment and/or contributes to an environment that is not conducive to learning. Instructor may display dismissive, disrespectful, or insensitive behaviors, or allow these behaviors among participants.		

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Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Sensitivity to Participants					NA	Score
Instructor ensures all interactions with and among participants are respectful, exhibiting sensitivity to culture, gender differences, disabilities, and levels of development. Instructor encourages active engagement by all participants, seeking and respecting diverse perspectives, values, and opinions. Instruction reflects sensitivity, awareness and familiarity with target audience. Instructor demonstrates exceptional tact and diplomacy in giving and receiving feedback and resolving conflicts and problems.	Instructor ensures interactions with and among participants are respectful, exhibiting sensitivity to culture, gender differences, disabilities, and levels of development. Instructor encourages engagement by all participants, seeking diverse perspectives, values, and opinions. Instruction reflects awareness and familiarity with target audience. Instructor gives and receives feedback and resolves conflicts and problems quickly and fairly.	Instructor establishes appropriate interactions with and among participants. All participants are treated equitably and respectfully. Instructor gives and receives feedback and addresses conflicts and problems quickly and fairly.	Instructor does not establish consistently appropriate interactions with and among participants. Instructor at times lacks sensitivity to culture, gender differences, disabilities, and/or levels of development among participants.	Instructor does not establish appropriate and respectful interactions with and among participants, or ensure all participants are treated equitably and respectfully.		
					Average	

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3. Quality of Instruction

Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Subject Matter Expertise					NA	Score
Instructor demonstrates superior knowledge of the subject matter, providing context, analysis and insights. Instructor shares information with participants at a level of complexity appropriate for the course and participant's knowledge and experience. Instructor's presentation includes real-world examples as appropriate.	Instructor demonstrates strong knowledge of the subject matter and effectively explains it to participants. Instructor's presentation includes real-life examples as appropriate.	Instructor demonstrates knowledge of the subject matter and can explain it sufficiently. Instructor's presentation includes some real-life examples as appropriate.	Instructor does not have sufficient knowledge of the subject matter and/or cannot explain it effectively. Instructor's presentation contains limited real-world examples.	Instructor lacks knowledge of the subject matter and cannot effectively explain it to participants. Instructor's presentation may lack real-world examples, or examples may be inappropriate.		
Communication of Learning Goals					NA	Score
Instructor ensures that learning goals for the course and learning objectives for each instructional activity are understood by participants. Instructor helps participants to understand how course content and activities are aligned with course goals and objectives.	Instructor clearly identifies learning goals for the course and learning objectives for each instructional activity. Instructor discusses how course content and activities are aligned with course goals and objectives.	Instructor identifies learning goals for the course and learning objectives that are aligned with course goals and objectives for each instructional activity.	Instructor inconsistently addresses learning goals and/or learning objectives. Instructor does not address alignment of course goals and objectives and course content and activities.	Instructor does not communicate learning goals and objectives for the course and/or instructional activities.		

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Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Feedback/Assistance to Participants					NA	Score
Instructor provides exceptional, constructive feedback, continually motivating participant engagement. Instructor effectively rephrases or repeats content when appropriate, helps participants clarify requests, and provides specific, tailored, helpful responses.	Instructor consistently provides constructive feedback and motivates participant engagement. Instructor rephrases or repeats content as needed. Consistently provides helpful responses.	Instructor provides feedback and encourages participant engagement. Instructor rephrases or repeats content when requested. Responses are generally helpful.	Instructor provides occasional feedback and attempts to maintain participant engagement. Responds to requests from course participants.	The instructor does not provide feedback or feedback is not constructive. Does not consistently respond to requests from participants or responses may not be constructive or helpful.		
Technology Tools					NA	Score
Instructor expertly employs a variety of technology tools to appropriately facilitate administrative functions, communication, and learning; and store and reuse instructional resources.	Instructor skillfully utilizes technology tools to facilitate administrative functions, communication, and learning.	Instructor appropriately uses technology tools to facilitate administrative functions, communication, and learning.	Instructor makes limited use of technology tools to facilitate communication and learning.	Instructor does not effectively utilize technology tools to facilitate communication and learning.		

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Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Participant Engagement					NA	Score
Instructor actively engages participants in lively discussions, solicits their knowledge, opinions, and experiences, asks participants to elaborate on concepts and ideas. Provides numerous opportunities to synthesize and integrate knowledge.	Instructor consistently encourages participants to actively participate in discussions, to share their knowledge, opinions, and experiences, and to elaborate on concepts and ideas. Provides opportunities to synthesize and integrate knowledge.	Instructor regularly encourages participants to share their knowledge, opinions, and experiences. Provides some opportunities to synthesize and integrate knowledge.	Instructor occasionally encourages participation in group discussions and sometimes encourages sharing ideas. Provides few or no opportunities to synthesize and integrate knowledge.	Instructor does not employ group discussion and/or does not provide opportunities for sharing ideas, or synthesizing and integrating knowledge.		
Discipline Specific Language					NA	Score
Instructor demonstrates a command of discipline-specific/academic language and provides in-depth definitions of discipline-specific terms and explains their use.	Instructor confidently uses discipline-specific/academic language. Instructor explains the use of discipline-specific terms.	Instructor appropriately uses discipline-specific and academic language. Instructor defines discipline-specific terms.	Instructor sometimes uses discipline-specific and academic language.	Instructor does not use, or incorrectly uses, discipline-specific and/or academic language. Instructor does not explain or is unable to explain discipline-specific terms.		

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Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Formative Assessment					NA	Score
Instructor assesses learning and performance using rigorous formative assessments during opportunities to practice, provides opportunities for autonomous learning, Communicates assessment criteria and process to participants. Monitors individual and group completion of assessments. Assesses participant attitudes and reactions. Provides participants with opportunities for self-assessment.	Instructor assesses learning and performance using formative assessments, Communicates assessment criteria to participants. Monitors completion of assessments. Assesses participant attitudes and reactions. Provides participants with opportunities for self-assessment.	Instructor assesses learning and performance during practice using some formative assessments. Instructor monitors completion of assessments and provides participants with opportunities for self-assessment.	Instructor performs minimal learning and performance assessments with few or no formative assessments.	Instructor does not use formative assessments or assess learning and performance during practice.		
					Average	

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4. Presentation Skills

Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Presentation Form					NA	Score
Instructor optimizes participant attention through expert use of volume, pace, and pitch. Instructor excels at connecting with participants through use of appropriate eye contact and effective non-verbal communication (e.g., hand gestures) while employing language appropriate to the audience, context, and culture.	Instructor volume, pace, and pitch facilitate participant attention. Instructor makes good use of eye contact and effective non-verbal communication (e.g., hand gestures) while employing language appropriate to the audience, context, and culture. Effectively gains and maintains participant attention.	Instructor volume, pace, and pitch encourages participant attention. Instructor uses eye contact, other non-verbal communication and appropriate language. Generally maintains participant attention.	Instructor's volume, pace, and pitch does not encourage participant attention. Instructor does not use effective verbal and nonverbal communication. Instructor does not consistently hold participant attention.	"Instructor displays a negative attitude in tone and/or content.		
Presentation & Delivery					NA	Score
Instructor's presentation is clear. Delivery is stimulating and dynamic. Instruction demonstrates familiarity with key points, relevant examples, pertinent anecdotes, and supplemental materials which are used to support learning goals.	Instructor's presentation is clear and engaging. Particularly relevant supplemental materials and/or real-life examples support learning goals.	Instructor's presentation is clear. Some supplemental visuals and/or real-life examples are used. Delivery is engaging.	Instructor's presentation is lacking in clarity. Few or no supplemental visuals and/or real-life examples are used. Delivery is not engaging.	Instructor's presentation is unclear. Supplemental visuals and/or real-life examples are not used. Delivery is ineffective.		

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Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Presentation Substance					NA	Score
Instructor expertly utilizes a variety of available multimedia elements and/or learning objects to accommodate different styles throughout the course. Instructor presents content in a variety of ways, explaining directions from multiple learning style perspectives. Instructor provides clear and thorough instructions.	Instructor effectively utilizes a variety of available multimedia elements and/or learning objects to accommodate different learning styles. Instructor explains directions clearly.	Instructor utilizes relevant available multimedia elements and/or learning objects to accommodate different styles. Directions are understood by participants.	Instructor utilizes few relevant multimedia elements and/or learning objects to accommodate different styles. Directions are incomplete or confusing to participants.	Instructor does not use available multimedia elements and/or learning objects for accommodating different styles. Directions are not always understood by participants		
					Average	

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5. Safety

Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Safety Management - Classroom					NA	Score
Instructor thoroughly explains all training hazards, models appropriate protective measures, and advises and demonstrates PPE requirements where applicable. Instructor ensures safety and risk mitigation measures are understood, providing effective explanation of risks of safety violations. Instructor provides a safety orientation specific to the classroom, typically focusing on issues such as emergency exits and protocol in the event of fire or other emergency.	Instructor advises participants of training hazards, protective measures, and PPE requirements where applicable. Instructor ensures safeguards are understood. Instructor provides a safety orientation specific to the classroom, typically focusing on issues such as emergency exits and safety protocol to follow in the event of a fire or other emergency.	Instructor advises participants of training hazards, protective measures, and PPE requirements where applicable. Instructor ensures safety and risk mitigation measures are understood. Instructor provides a safety orientation specific to the classroom.	Instructor does not emphasize the importance of hazards, protective measures, and PPE requirements. Instructor does not consistently ensure that safety and risk mitigation measures are understood.	Instructor is lax regarding training hazards, protective measures, and PPE requirements. Instructor does not thoroughly discuss training hazards, appropriate protective measures, and PPE requirements, or instructions may be inaccurate. Does not ensure that safety and risk mitigation measures are understood.		

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Exemplary (5)	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)		
Safety Management – Practical Exercise					NA	Score
Instructor thoroughly explains all training hazards, models appropriate protective measures, and advises and demonstrates PPE requirements where applicable. Instructor ensures safety and risk mitigation measures are understood, followed and enforced, providing effective explanation of risks of safety violations. Instructor provides a safety orientation specific to the training facility.	Instructor advises participants of training hazards, protective measures, and PPE requirements where applicable. Instructor enforces safety and risk mitigation measures and ensures safeguards are understood. Instructor provides a safety orientation specific to the training facility.	Instructor advises participants of training hazards, protective measures, and PPE requirements where applicable. Instructor enforces safety and risk mitigation measures. Instructor provides a safety orientation specific to the training facility.	Instructor does not emphasize the importance of hazards, protective measures, and PPE requirements. Instructor does not consistently enforce safety and risk mitigation measures.	Instructor is lax regarding training hazards, protective measures, and PPE requirements. Instructor does not thoroughly discuss training hazards, appropriate protective measures, and PPE requirements, or instructions may be inaccurate. Does not consistently enforce safety and risk mitigation measures.		
					Average	