



## NEW INSTRUCTOR CLASSROOM ASSESSMENT

**THIS ASSESSMENT SHALL ENCOMPASS ONE FULL CLASS AND BE A MINIMUM OF 2 HOURS OF INSTRUCTING A STUDENT**

If the instructor had no opportunity to evaluate an item during the lesson, indicate N/A for that item and the final score shall be calculated omitting that item.

Class D Instructor

Abbreviated Adult Instructor

CDL Instructor

### MOTIVATION: PREPARATION AND STRUCTURING

	INEFFECTIVE 1	2	DEVELOPING 3	4	PROFICIENT 5	Score
Clearly stating goals and objectives	Instructor does not clearly state learning goals and objectives	<i>Approaching Developing</i>	Instructor clearly states learning goals and objectives	<i>Approaching Proficient</i>	Instructor clearly states goals and objectives and explains why they are important to the student	
COMMENTS						
Making the classroom environment conducive to learning	Instructor allows environment impede learning	<i>Approaching Developing</i>	Instructor provides a classroom environment not impeding learning	<i>Approaching Proficient</i>	Instructor provides an environment which promotes learning. <b>All</b> students are accommodated.	
COMMENTS						
Relating subject matter to prior learning	Instructor does not <b>explain</b> related subject matter to prior learning	<i>Approaching Developing</i>	Instructor relates subject matter to content of previous lesson	<i>Approaching Proficient</i>	Instructor connects subject matter to previous lesson, experiences <b>and</b> to future lessons!	
COMMENTS						
Providing reasonable content and materials for the lesson	Instructor chooses content and materials not related to goals of lesson.	<i>Approaching Developing</i>	Instructor chooses content and materials related to goals and appropriate for <b>most</b> students	<i>Approaching Proficient</i>	Instructor chooses content <b>and</b> materials related to goals and appropriate for <b>all</b> students.	
COMMENTS						

### PRESENTATION: PRESENTING THE LESSON

	INEFFECTIVE 1	2	DEVELOPING 3	4	PROFICIENT 5	Score
Getting and maintaining rapport with students	Instructor does not try to build rapport with students <u>or</u> instructor attempts are inappropriate e.g. jokes, distracting mannerisms, etc.	<i>Approaching Developing</i>	Instructor maintains minimum level of rapport with students. Example: uses some eye contact and polite humor	<i>Approaching Proficient</i>	Instructor maintains rapport which continues throughout the lesson	
	COMMENTS					
Exhibiting knowledge of the content being taught	Instructor does not exhibit knowledge of the content they are teaching	<i>Approaching Developing</i>	Instructor adequately exhibits knowledge of the content being taught and uses correct terminology	<i>Approaching Proficient</i>	Instructor exhibits <b>exceptional</b> knowledge of the content being taught and uses correct terminology	
	COMMENTS					
Including appropriate video / visual materials	Instructor does not use video / visuals appropriate for the lesson	<i>Approaching Developing</i>	Instructor effectively uses videos / visuals appropriate for the lesson	<i>Approaching Proficient</i>	Instructor effectively uses visuals appropriate for the lesson <b>and</b> develops discussion around the videos	
	COMMENTS					
Managing classroom behavior of students	Instructor shows little or no evidence of classroom control	<i>Approaching Developing</i>	Instructor responds to the atmosphere of classroom and directs students to remain on task	<i>Approaching Proficient</i>	Instructor anticipates the needs of the students and directs students to remain on task	
	COMMENTS					

### APPLICATION: COACHING THE LESSON

	INEFFECTIVE 1	2	DEVELOPING 3	4	PROFICIENT 5	Score
Encouraging students to apply what they have learned	Instructor does not provide occasions for students to apply knowledge	<i>Approaching Developing</i>	Instructor encourages students to participate in realistic learning activities (e.g. use of open-ended questions).	<i>Approaching Proficient</i>	Instructor uses activities and poses problems and exercises which require a higher level of learning	
	COMMENTS					
Providing hands on exercises for students	Instructor does not provide opportunities for hands on exercises or they are inappropriate for student background and skill level	<i>Approaching Developing</i>	Instructor provides for hands on exercises appropriate for most students	<i>Approaching Proficient</i>	Instructor provides for hands on exercises appropriate for <b>all</b> students and activities relate to a real world problem	
	COMMENTS					
Monitoring student comprehension of content and providing feedback to students.	Instructor makes little or no attempt to decide if students comprehend or instructor provides no feedback	<i>Approaching Developing</i>	Instructor monitors student comprehension <b>and</b> instructor gives feedback	<i>Approaching Proficient</i>	Instructor monitors student comprehension through a variety of questioning techniques <b>and</b> instructor gives specific feedback	
	COMMENTS					
Assigning student activities which relate to the lesson objectives	Instructor does not assign appropriate student activities which relate to lesson objectives	<i>Approaching Developing</i>	Instructor assigns student activities somewhat related to lesson objectives	<i>Approaching Proficient</i>	Instructor assigns appropriate student activities closely related to lesson objectives	
	COMMENTS					

### EVALUATION: EVALUATING THE LESSON

	INEFFECTIVE 1	2	DEVELOPING 3	4	PROFICIENT 5	Score
Evaluating whether stated objectives are met	Instructor does not assess whether objectives are met or instructor uses evaluation inappropriate for students	<i>Approaching Developing</i>	Instructor assesses whether objectives are met and the assessment is appropriate for students	<i>Approaching Proficient</i>	Instructor assesses whether or not students meet objectives. The assessment is ongoing and appropriate for all students	
COMMENTS						

Communicating evaluation results to students	Instructor does not communicate evaluation results to students in an appropriate manner	<i>Approaching Developing</i>	Instructor adequately communicates evaluation results to students in a timely manner	<i>Approaching Proficient</i>	Instructor adequately communicates evaluation results to students in a timely manner and offers constructive criticism as appropriate	
COMMENTS						

Varying of methods used to assess whether lesson goals and objectives were met	Instructor does not vary the methods of assessing student achievement of lesson goals and objectives	<i>Approaching Developing</i>	Instructor does vary the methods of assessing student achievement of lesson goals and objectives	<i>Approaching Proficient</i>	Instructor varies methods of assessment and attempts to reach goals or objectives not attained during the lesson	
COMMENTS						

Adjusting learning activities to enhance student understanding	Instructor does not adequately adjust learning activities to enhance student understanding	<i>Approaching Developing</i>	Instructor adequately adjusts learning activities to enhance student understanding	<i>Approaching Proficient</i>	Instructor adjusts learning activities to enhance student understanding and relates adjustments to lesson objectives	
COMMENTS						

## DRIVER TRAINING CLASSROOM ASSESSMENT TALLY SHEET

DATE	START TIME	END TIME	BREAK TIMES	ENTERPRISE NAME
STATE MANDATED LESSON TOPIC(S)				
TRAINING MANAGER / ADULT COORDINATOR (PRINT NAME)			LICENSE #	TRAINING MANAGER / ADULT COORDINATOR SIGNATURE <b>X</b>

<b>ADD THE SCORES FOR EACH SECTION AND RECORD THE TOTAL FROM EACH SHEET BELOW.</b>	<b>DRIVER TRAINING CLASSROOM OBSERVATION</b>
Part 1: Motivation Points earned	TRAINING MANAGER / ADULT COORDINATOR OBSERVATION / COMMENTS
Part 2: Presentation Points earned	
Part 3: Application Points earned	
Part 4: Evaluation Points earned	
Total Points Earned	
Rubric 1 – 32 Ineffective 33 – 63 Developing 64 – 80 Proficient	

<b>INSTRUCTOR:</b> My signature below acknowledges that I have reviewed this assessment with my Training Manager / Adult Coordinator.			
NEW INSTRUCTOR COMMENTS			
INSTRUCTOR (PRINT NAME)	INSTRUCTOR LICENSE #	INSTRUCTOR SIGNATURE <b>X</b>	DATE