

Instructor Observation Rubric

Section 1. Administrative data.

1.a. Start Date/Time: _____ / _____ 1.b. End Date/Time: _____ / _____
 1.c. Instructor's Rank/Last/First/MI: _____ 1.d. Unit: _____
 1.e. Class Location: _____ 1.f. Course Number: _____ 1.g. Lesson Number : _____
 1.h. Course/Lesson Title (s): _____

Section 2. Required documentation and standards in support of instruction/facilitation.

Instructions: Score items as GO, NO GO, or Not Applicable (N/A). Please place an "X" to indicate correct answer.

	Go	No Go	N/A		Go	No Go	N/A
2.a. Visitor's folder present				2.k. Individual Student Assessment Plan			
2.b. Visitor's sign-in Log							
2.c. Class roster				(Note: 1 – q are likely to be observed during two levels, presentation skills, and facilitation skills)			
2.d. Accurate training schedule				2.l. Explained Terminal Learning Objectives (TLO)			
2.e. Program of Instruction (POI) or Course Management Plan (CMP)				2.m. Explained Safety Requirements			
2.f. Instructor Biography				2.n. Explained Risk Level			
2.g. Instructor certification (Includes instructor training certificates both military and civilian (if applicable)).				2.o. Stated Environmental Considerations			
2.h. Applicable Waivers				2.p. Identified Administrative Procedures			
2.i. Risk Assessment Worksheet				2.q. Other			
2.j. TF 600-21-1 (Blank Evaluation Form)							
2.r. Rating. If an instructor has been rated 3 or more NO GOs in Section 2, then the instructor has not met the requirement for instructor recognition during this evaluation. Record the number of NO-GOs in the box on this line. <input style="width: 100px; height: 20px;" type="text"/>							

Section 3. The 16 Army Instructor Competencies.

Item		Item	
	Score		Score
3.a.1. Motivator		3.a.9. Prepare for Instruction	
3.a.2. Evaluation Strategy		3.a.10. Demonstration	
3.a.3. Lead-In		3.a.11. Practice/Practice Exercises	
3.a.4. Questioning Skills		3.a.12. Summary	
3.a.5. Clarification & Feedback		3.a.13. Assess Learning and Performance	
3.a.6. Effective Communication		3.a.14. Use of Training Materials and Technology	
3.a.7. Presentation/Facilitation Skills		3.a.15. Professional Credibility	
3.a.8. Classroom Management		3.a.16. Ethical and Legal Standards	
3.b. Total Score (3.a.1.-3.a.16)			

Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or, annotate if there were a few things that may have kept the instructor from fitting perfectly in the next category rating.

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.1. Competency # 1. Motivator / Motivation</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div> <p>IBSTPI Competency: 7 (see appendices D-F, and I)</p>	<p>Captured students' attention by presenting a realistic situation they may encounter in their operational environment (OE). Showed how the learning objective will resolve the problem. Sustained motivation by providing opportunities for students to participate and succeed. Provided timely and meaningful feedback that sustained student interest.</p>	<p>Captured students' attention by informing them of the benefits of the instruction and relevance to job performance. Informed students of most of the risks to job performance if the students could not reach the learning objective. Exhibited enthusiasm for learning content.</p>	<p>Gave students a reason to reach the learning objective. Indicated some of the risks to job performance if the students could not reach the objective.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
<p>3.c.2. Competency # 2. Evaluation Strategy</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div> <p>IBSTPI Competency: 15 (see appendices D-F, and I)</p>	<p>Gave verbal examples of evaluation items, or explained evaluation checklist/rubric.</p>	<p>Informed students how, when, and where performance of the learning objective would be evaluated.</p>	<p>Informed students the learning objective will be evaluated, with no further explanation.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
<p>3.c.3. Competency # 3. Lead-In</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div> <p>IBSTPI Competencies: 8,9,12, and 17 (see appendices D-F, and I)</p>	<p>Queried students to recall prior learning or knowledge that supported the lesson. Lesson objectives were stated in words the student understood.</p>	<p>Informed students how the lesson ties into existing or prior knowledge.</p>	<p>Provided an agenda, or Enabling Learning Objective(s) (ELO), or Learning Step Activity (LSA) but did not tie lesson into student's existing knowledge.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

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<p>3.c.4 Competency # 4. Questioning Skills</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div> <p>IBSTPI Competency: 10 (see appendices D-F, and I)</p>	<p>Conducted student checks using a variety of question types, as appropriate. Consistently verified students were engaged and understood the material through the use of informal checks on learning. Almost always explored student understanding by asking varied and relevant questions. Directed and redirected questions effectively to promote learning. Evaluated student learning and asked appropriate follow-up questions when wrong answers were given.</p>	<p>Conducted student checks in the lesson plan using the Ask, Pause, Call, and Evaluate (APCE) technique (for direct instruction) or a facilitating instruction technique. Usually use questions to explore clarity, relevance, understanding and significance of student comments. Sometimes engaged students in dialogue when wrong answers were given. Provided opportunities for most students to participate in discussion.</p>	<p>Occasionally conducted student checks in the lesson plan. Did not use questions to explore clarity, relevance, or significance of student comments. Did not engage students in dialogue when wrong answers were given. Provided few opportunities for students to participate in discussion.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
<p>3.c.5. Competency # 5. Clarification & Feedback</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div> <p>IBSTPI Competency: 11 (see appendices D-F, and I)</p>	<p>Almost always acknowledged students and responded in a clear and concise way. Addressed questions and clarified the teaching point or set a time to resume conversation with the student. Recognized signs that some students needed clarification and addressed the issue (lack of student involvement, attention and comprehension).</p>	<p>Provided students with opportunity to ask questions and usually acknowledged student comments or questions. Responded in a clear, concise way and response was tactful and timely.</p>	<p>Rarely acknowledged student comments or questions. Most of the responses were clear and tactful.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.6. Competency # 6. Effective Communication</p> <div data-bbox="193 375 285 467" style="border: 1px solid black; width: 44px; height: 57px; margin: 10px auto;"></div> <p>IBSTPI Competency: 1 (see appendices D-F, and I)</p>	<p>Used a variety of appropriate written and oral communication, and body language to convey content. Demonstrated mastery of active listening skills (nod, eye contact, etc.) to communicate clearly; was non-repetitive. Paraphrased comments and questions to show understanding. Acknowledged diverse perspectives and use language that was appropriate for learning content and audience.</p>	<p>Used clear voice; varied the volume, tone and rate of speech for appropriate effect. Pronunciation was clear and use appropriate vocabulary and proper grammar. Faced the audience; maintained eye contact; movement or positioning was appropriate for methods of instruction. Did not block views of training materials. Avoided excessive distracting mannerisms. Acknowledged and responded to students' diverse perspectives.</p>	<p>Used a clear voice and pronunciation was accurate. Some variety in communications skills. Sometimes blocked views of training materials and was repetitive. Occasionally seemed uncomfortable with discussions to gain students' perspectives.</p>	<p>Did not meet all of the criteria for a "1" rating.</p>	
<p>3.c.7. Competency # 7. Presentation / Facilitation Skills</p> <div data-bbox="193 938 285 1031" style="border: 1px solid black; width: 44px; height: 57px; margin: 10px auto;"></div> <p>IBSTPI Competencies: 8, 9 (see appendices D-F, and I)</p>	<p>Adapted presentation/facilitation to learners needs and involved students through discussion, questions and reflection. Kept the learning focused on the goals. Encouraged and supported collaboration among students to allow students to share experiences and learn from one another.</p>	<p>Explained all teaching points in the lesson plan, presenting content in a variety of ways. Facilitated students' understanding with use of related anecdotes, analogies or examples that were relevant. Drew on the students' experiences and knowledge. Promoted interaction with and between students. Provided clear directions for activities and kept students focused on learning goals during the activity.</p>	<p>Explained most of the teaching points in the lesson plan. Attempted to facilitate students' understanding with the use of anecdotes, analogies or examples. Presented instruction with minimal references to students' experiences and knowledge. Did not provide opportunities for interaction with and among students.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.8. Competency # 8. Classroom Management</p> <div style="text-align: center; border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p>IBSTPI Competency: 17 (see appendices D-F, and I)</p>	<p>Addressed undesirable behavior effectively and appropriately on an individual level. Managed individual and group-paced participation while avoiding digressions.</p>	<p>Established ground rules and expectations with students. Addressed undesirable behavior (a behavior that is not in line with the classroom norms and establish expectations, i.e., a student lies, cheats, plagiarizes, steals etc.) effectively and appropriately. Provided a safe learning environment (i.e. does the learning environment set the conditions for successful and positive learning experience ensuring attainment of the desired outcomes or objectives?)</p>	<p>Conducted introductions at the beginning of course. Established ground rules but did not allow for student discussion of their expectations. Hesitated in addressing undesirable behavior</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
<p>3.c.9 Competency # 9. Prepare for Instruction</p> <div style="text-align: center; border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p>IBSTPI Competencies: 5, 6 (see appendices D-F, and I)</p>	<p>Content was organized for effective presentation and appropriate for student level. Was very knowledgeable with content and could reference specific material in lessons when needed. Anticipated potential areas of student difficulty (before beginning the lesson) and was prepared to use additional questions, examples and/or different strategies to aid learning.</p>	<p>Was prepared for lesson (necessary resources, supplies, reference materials and equipment were available and functioning). Additional resources (examples, information) were available for complex content. Content was organized for effective presentation. Classroom/learning environment was organized, set up, and ready for training.</p>	<p>Occasionally seemed unfamiliar with parts of the lesson and supporting materials. Used lesson plan extensively and displayed some hesitation referring to materials or using equipment.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.10. Competency # 10. Demonstration</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div> <p>IBSTPI Competencies: 8, 9 (see appendices D-F, and I)</p>	<p>Provided relevant context or scenarios for the demonstration. Included student participation in the demonstration (as appropriate) and used Tactics, Techniques and Procedures (TTPs) to elaborate as necessary. Conducted a review of the demonstration through student questioning.</p>	<p>Ensured most students could hear and view the demonstration of the knowledge or skill to be learned. Solicited student questions about the demonstration.</p>	<p>Ensured some students could hear and view the demonstration of the knowledge or skill to be learned. Explained most of the steps when demonstrating tasks or procedures.</p>	<p>Did not meet all of the criteria for a "1" rating.</p>	
<p>3.c.11. Competency # 11. Practice/ Practice Exercise</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div> <p>IBSTPI Competencies: 12, 13 (see appendices D-F, and I)</p>	<p>Almost always observed and measured students' progress toward the learning objectives. Guided students (as necessary) by questioning students and providing them with direct feedback. Provided PEs that were increasingly complex (as necessary). Identified areas where students require additional practice. Conducted a comprehensive AAR (i.e. Soldiers talked 75% of the time. The instructor did not lecture the Soldiers. 90% of the Soldiers participated in the AAR. Instructor made the Soldier's actions visual: drew diagrams, had Soldiers reenact what they did, etc.).</p>	<p>Observed students' progress and occasionally measured student progress toward the learning objectives. Guided students (as necessary) by providing them with direct feedback. Conducted a satisfactory AAR in accordance with Leaders Guide to After Action Reviews or TRADOC Pamphlet 350-70-3 (for instance, minimum feedback from students was given. AAR was facilitated mainly by the instructor).</p>	<p>Stated the objectives of the practice/practical exercise (PE). Provided instructions to students and observed students' progress. Rushed or haphazardly conducted an After Action Review (AAR) (i.e. three sustainment comments / three improves comments concerning the PE).</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.12. Competency # 12. Summary</p> <div data-bbox="195 363 287 456" style="border: 1px solid black; width: 44px; height: 57px; margin: 10px auto;"></div> <p>IBSTPI Competency: 13 (see appendices D-F, and I)</p>	<p>Used different examples from those used in the initial instruction, or specifically referenced student for discoveries. Avoided being excessively long with the summary and established another time to address individual questions (as necessary). Provided opportunity for students to explore ways to use what they learned in increasingly complex scenarios.</p>	<p>Thoroughly addressed all three elements in the Summary.</p> <p>Review: Wrapped up and reviewed the main points (Agenda, or ELO, or LSA) and avoided re-teaching.</p> <p>Question: Solicited student questions; addressed students' questions.</p> <p>Transition: Linked this training to follow-on training and job environment. Advised or reminded students of materials or necessary preparation for follow-on training.</p>	<p>Hastily addressed all three elements (review, question, and transition). Read the Agenda or Enabling Learning Objective(S) (ELO) or Learning Step Activity (LSA) and simply asked "Are there any questions?" Provided minimal transition of content to student's job environment and follow-on training.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
<p>3.c.13. Competency # 13. Assess learning and performance</p> <div data-bbox="195 930 287 1023" style="border: 1px solid black; width: 44px; height: 57px; margin: 10px auto;"></div> <p>IBSTPI Competency: 15 (see appendices D-F, and I)</p>	<p>Constantly observed students' progress and measured class progress towards the objective. Facilitated learning through constructive feedback and provided opportunities for remediation. Elicited students' reflections / discoveries.</p>	<p>Clearly stated objectives of the learning activity in words the students could understand (i.e., instructor summarizes objectives, instead of reading the objectives). Provided clear explanation of assessment instruments to students (deadlines, rubrics, scoring criteria). Observed students' progress and occasionally measured class progress towards the objective. Facilitated learning through constructive feedback but rarely provided opportunities for remediation.</p>	<p>Stated objectives of the learning activity. Provided minimal instructions on the use of course/lesson assessment(s)/instrument(s). Occasionally attempted to initiate discussions with students' to assess their progress.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.14. Competency # 14. Use of training materials and technology</p> <div data-bbox="191 375 281 464" style="border: 1px solid black; width: 43px; height: 55px; margin: 10px auto;"></div> <p>IBSTPI Competencies: 14, 18 (see appendices D-F, and I)</p>	<p>Instruction was clearly enhanced through imaginative and/or innovative use of training materials and/or technology. Use visual aids that supported the objectives. Explained the use of technology to students as necessary. Was proficient in using the technology. Able to troubleshoot or fix minor technical problems.</p>	<p>Instruction was generally effective and not degraded by improper use of training materials and/or technology. Materials were appropriate in number and supported the objective. Media was in sync with the presentation. Equipment was functional and minor problems were resolved effectively.</p>	<p>Use of technology and/or training materials sometimes enhanced the instruction. Instructor was not familiar with the technology and materials resulting in loss of training time.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
<p>3.c.15. Competency # 15. Professional credibility</p> <div data-bbox="191 922 281 1024" style="border: 1px solid black; width: 43px; height: 63px; margin: 10px auto;"></div> <p>IBSTPI Competency: 4 (see appendices D-F, and I)</p>	<p>Demonstrated exceptional subject matter expertise with up-to-date knowledge of content and answered questions accurately and thoroughly. Accepted feedback and was open to change and improvement.</p>	<p>Demonstrated subject matter expertise by answering most questions adequately. Showed respect for values and opinions of others. Sets the example as a role model of the Profession of Arms. Encourages lifelong learning.</p>	<p>Demonstrated limited subject matter expertise. Delayed answering some questions to a later time or partially answered them. Followed and read the lesson plan content and demonstrated difficulty diverging from lesson plan content. Does not make connections to previously learned material. Presented an acceptable military appearance and bearing (see AR 670-1, Wear and Appearance of Army Uniforms and Insignia). Was respectful of students.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.16. Competency # 16. Ethical and Legal Standards</p> <div data-bbox="193 402 285 506" style="border: 1px solid black; width: 44px; height: 64px; margin: 10px auto;"></div> <p>IBSTPI Competency: 3 (see appendices D-F, and I)</p>	<p>Avoided real or perceived conflicts of interest. Demonstrated knowledge and compliance of copyright laws (see AR 27-60, Intellectual Property and AR 25-1, Army Information Technology).</p>	<p>Respected student confidentiality, anonymity and rights. Avoided conflicts of interest with students and protected students' Personally Identifiable Information (PII) (see Department of Defense 5400.11, Privacy Program). Adhered to For Official Used Only (FOUO) security designation and foreign disclosure restrictions (see AR 25-55, Department of the Army Freedom of Information Act Program and AR 380-5, Department of the Army Information Security Program). Exhibited Army Values of a professional Soldier. Complied with copyright laws (see AR 27-60, Intellectual Property and AR 25-1, Army Information Technology).</p>	<p>Demonstrated qualities (demeanor and appearance) expected of a professional Soldier. Treated students equally and fairly and was respectful of students' rights. Could not provide justification for use of copyrighted materials (see AR 27-60, Intellectual Property and AR 25-1, Army Information Technology).</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
<p>3.d. Additional Comments/Examples from items # 3.c.1 – 3.c.16:</p>					

Section 4. Signatures and Recommendations.		
4.a. Evaluator Recommendations.		
4.b. Learning Environment (Note: This part of the rubric must be completed by the evaluated instructor).		
4.a.1. Was the learning environment field or classroom ?		
4.a.2. Clean? Yes/No? If no, provide additional explanation/s.		
4.a.3. Relatively free from outside noise or distractions? Yes/No? If no, provide additional explanation/s.		
4.a.4. Well lit? Yes/No? If no, provide additional explanation/s.		
4.a.5. Large enough to conduct the planned activities? Yes/No? If no, provide additional explanation/s.		
4.a.6. Well ventilated? Yes/No? If no, provide additional explanation/s.		
4.c. Signatures/Date.		
4.c.1. Instructor's Signature:	4.c.2. Did the instructor met the minimum rating requirements for the Army instructor recognition and badging level? Yes or No?	
4.c.3. Evaluator's Name (Last, First, MI):	4.c.4. Evaluator's Signature:	4.c.5. Date (MM/DD/YYYY):