

Appendix D

Instructor Observation Rubric, TRADOC Form 600-21-1

The purpose of TF 600-21-1, Instructor Observation Rubric, is to evaluate an instructor's performance. Instructions for filling out the form are below:

Section 1. Administrative data.

Item 1.a.: Enter the start date/time (YYYY/MM/DD).

Item 1.b.: At the end of the observation, enter the date/time.

Item 1.c.: Enter the instructor's rank/last/first/middle initial (MI).

Item 1.d.: Enter the instructor's training school/institution name.

Item 1.e.: Enter the class location.

Item 1.f.: Enter the course number.

Item 1.g.: Enter the lesson number.

Item 1.h.: Enter the course/lesson title.

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

Check the appropriate box to rate each item in section 2 as 'GO', 'NO GO', or Not Applicable (N/A). A 'NO GO' in an item will not affect final evaluation score.

Items 2.a-2.p: Evaluator records the number of 'GOs', 'NO GOs' and 'N/A' in designated box. 2.k - 2.p are likely to be observed at the beginning of a lesson.

Section 3. The Army Instructor Competencies.

Items 3.a.1 – 3.a.8. After the evaluator observes the eight Instructor Competencies in section 3, the evaluator will enter the instructor's rating for each competency.

Item 3.b: Evaluator will enter the total score (add items 3.a.1 – 3.a.8 = total score).

Item 3.c: The evaluator will score each item (3.c.1 – 3.c.8) using the instructor observation rubric. In addition, the evaluator will indicate the score (zero '0' to three '3') that most closely fits with what he/she observed and provide comments/examples for each area (competency). The instructor must understand that he/she cannot score a '0' in any area (competency) in section 3 of the Instructor Observation Rubric (note: regardless of the outcome in section 3, evaluators will complete the Instructor Observation Rubric, TF 600-21-1 and provide comments / examples /

feedback to the instructor. **Not Applicable (N/As) are not acceptable in section 3. All evaluations are conducted at a minimum of seven days apart.**

Item 3.d: Evaluator will enter comments/examples for all the rated areas (all eight competencies) (items 3.c.1 – 3.c.8). Evaluators are encouraged to use Appendix B, TR 600-21.

Section 4. Signatures and Recommendations.

Item 4.a.: Evaluator must provide instructor with recommended actions for all areas that received rating of one (developing) or zero (unacceptable).

Item 4.b: Learning Environment (not scored). Evaluated instructor provides a response and if necessary an explanation to questions 4.b.1 - 4.b.6.

Item 4.c.1: After the evaluator gathers and inputs information in TF 600-21-1, the evaluator will then schedule a time to meet with the instructor and go over evaluation results. Regardless of the final score, the instructor will sign TF 600-21-1 (ink or digitally signed).

Item 4.c.2: The evaluator will answer question based on the badging level score requirements for the Instructor Observation Rubric. The minimum score for the Basic Army Instructor Badge (BAIB) is 12 points out of 24 total points with no zero ratings. Senior Army Instructor Badge (SAIB) is 16 points out of 24 points with no zero ratings. The Master Army Instructor Badge (MAIB) is 20 points out of 24 points with no zero ratings areas in Section 3.

Item 4.c.3: Evaluator enters his/her name (Last/First/MI).

Item 4.c.4: After the instructor signs TF 600-21-1, the evaluator will sign TF 600-21-1 (note: the evaluator will sign the form regardless of whether or not the instructor agrees with the overall score).

Item 4.c.5: Enter the date (YYYY/MM/DD) the evaluator signs TF 600-21-1 (ink or digitally signed).

Instructor Observation Rubric, TRADOC Form 600-21-1

Instructor Observation Rubric							
Section 1. Administrative data.							
1.a. Start Date/Time (YYYY/MM/DD)/(HHMM):				1.b. End Date/Time (YYYY/MM/DD)/(HHMM):			
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. Additional documentation for professional development.							
Instructions: Score items as GO, NO GO, or Not Applicable (N/A). Please place an 'X' to indicate correct answer. Additional documentation for professional development only; will not affect final evaluation score.							
	Go	No Go	N/A		Go	No Go	N/A
2.a. Visitor's folder present				2.i. TF 600-21-1 (Blank Evaluation Form)			
2.b. Visitor's sign-in Log				2.j. Individual Student Assessment Plan			
2.c. Accurate training schedule				(Note: k - o are likely to be observed during two levels, presentation skills, and facilitation skills)			
2.d. Program of Instruction (POI) or Course Management Plan (CMP)				2.k. Explained Terminal Learning Objectives (TLO)			
2.e. Instructor Biography				2.l. Explained Safety Requirements			
2.f. Instructor certification (Includes instructor training certificates both military and civilian (if applicable)).				2.m. Explained Risk Level			
				2.n. Stated Environmental Considerations			
2.g. Applicable Waivers				2.o. Identified Administrative Procedures			
2.h. Risk Assessment Worksheet				2.p. Other			
Additional Remarks:							
Section 3. The Instructor Competencies.							
Items	Score		Items	Score			
3.a.1. Stimulate and sustain motivation and engagement. Promote transfer of knowledge and skills.	0		3.a.5. Promote retention knowledge of skills	0			
3.a.2. Presentation and facilitation skills.	0		3.a.6. Assess learning and performance	0			
3.a.3. Provide clarification and feedback.	0		3.a.7. Communicate effectively	0			
3.a.4. Learning management.	0		3.a.8. Ethical / legal standards; Professional credibility	0			
				3.b. Total Score (3.a.1. + 3.a.8)		0	

*ibstpi Instructor Competencies used by permission.

Figure D-1. TF 600-21-1

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 areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p>1. Stimulate and Sustain Motivation and Engagement. Promote Transfer of Knowledge and Skills.</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px; font-size: 24px; font-weight: bold;">0</div> <p>IBSTPI Competencies: 7 and 13</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p> <p>Ensured goals and objectives are clear.</p> <p>Fostered a favorable attitude toward learning (example: displaying enthusiasm about the subject).</p> <p>Provided an opportunity for students to connect learning to future applications (learning transfer).</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p> <p>Ensured goals and objectives are clear.</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</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>2. Presentation and Facilitation Skills</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px; font-size: 24px; font-weight: bold;">0</div> <p>IBSTPI Competencies: 8 and 9</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p> <p>Provided examples to clarify meaning.</p> <p>Draw upon the knowledge and experience of all participants.</p> <p>Encouraged and support</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p> <p>Provided examples to clarify meaning.</p> <p>Draw upon the knowledge and experience of all participants.</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

*ibstpi Instructor Competencies used by permission.

Figure D-1. TF 600-21-1, continued

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 areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p>3. Provide Clarification and Feedback</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">0</div> <p>IBSTPI Competency: 11</p>	<p>Provide opportunities for learners to request clarification.</p> <p>Use a variety of clarification and feedback strategies.</p> <p>Provide clear, timely, relevant, and specific feedback.</p> <p>Be open and fair when giving and receiving feedback.</p> <p>Provide opportunities for learners to give feedback.</p>	<p>Provide opportunities for learners to request clarification.</p> <p>Use a variety of clarification and feedback strategies.</p> <p>Provide clear, timely, relevant, and specific feedback.</p> <p>Be open and fair when giving and receiving feedback.</p>	<p>Provide opportunities for learners to request clarification.</p> <p>Use a variety of clarification and feedback strategies.</p> <p>Provide clear, timely, relevant, and specific feedback.</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>4. Learning Management</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">0</div> <p>IBSTPI Competency: 17</p>	<p>Anticipated and addressed situations that may impact learning and performance.</p> <p>Ensured learners had access resources.</p> <p>Established ground rules and expectations with learners.</p> <p>Employed time management principles during instruction.</p> <p>Discouraged undesirable behaviors in a timely and appropriate manner when necessary.</p>	<p>Anticipated and addressed situations that may impact learning and performance.</p> <p>Ensured learners had access resources.</p> <p>Established ground rules and expectations with learners.</p> <p>Employed time management principles during instruction.</p>	<p>Anticipated and addressed situations that may impact learning and performance.</p> <p>Ensured learners had access resources.</p> <p>Established ground rules and expectations with learners.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

*ibstpi Instructor Competencies used by permission.

Figure D-1. TF 600-21-1, continued

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 areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p>5. Promote Retention of Knowledge and Skills</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; display: flex; align-items: center; justify-content: center;">0</div> <p>IBSTPI Competency: 12</p>	<p>Linked learning activities to prior knowledge.</p> <p>Encouraged learners to elaborate on concepts and ideas.</p> <p>Provided opportunities to practice newly acquired skills.</p> <p>Provided opportunities to synthesize and integrate new knowledge.</p> <p>Provided opportunities for reflection and review.</p>	<p>Linked learning activities to prior knowledge.</p> <p>Encouraged learners to elaborate on concepts and ideas.</p> <p>Provided opportunities to practice newly acquired skills.</p> <p>Provided opportunities to synthesize and integrate new knowledge.</p>	<p>Linked learning activities to prior knowledge.</p> <p>Encouraged learners to elaborate on concepts and ideas.</p> <p>Provided opportunities to practice newly acquired skills.</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>6. Assess Learning and Performance</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; display: flex; align-items: center; justify-content: center;">0</div> <p>IBSTPI Competency: 15</p>	<p>Communicate assessment criteria.</p> <p>Monitor individual and group performance.</p> <p>Assessed learner attitudes and reactions.</p> <p>Assessed learning outcomes.</p> <p>Provided learners with opportunities for self-assessment.</p>	<p>Communicate assessment criteria.</p> <p>Monitor individual and group performance.</p> <p>Assessed learner attitudes and reactions.</p> <p>Assessed learning outcomes.</p>	<p>Communicate assessment criteria.</p> <p>Monitor individual and group performance.</p> <p>Assessed learner attitudes and reactions.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

Figure D-1. TF 600-21-1, continued

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 areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p>7. Communicate Effectively</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">0</div> <p>IBSTPI Competency: 1</p>	<p>Used language appropriate to the audience, context and culture.</p> <p>Used appropriate verbal and non-verbal language.</p> <p>Sought and acknowledged diverse perspectives.</p> <p>Used active listening skills.</p> <p>Used appropriate technology to communicate.</p>	<p>Used language appropriate to the audience, context and culture.</p> <p>Used appropriate verbal and non-verbal language.</p> <p>Sought and acknowledged diverse perspectives.</p> <p>Used active listening skills.</p>	<p>Used language appropriate to the audience, context and culture.</p> <p>Used appropriate verbal and non-verbal language.</p> <p>Sought and acknowledged diverse perspectives.</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>8. Ethical and Legal Standards. Professional Credibility</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">0</div> <p>IBSTPI Competencies: 3 and 4</p>	<p>Ensured that learners were treated fairly.</p> <p>Complied with organizational and professional code of ethics.</p> <p>Respected intellectual property, including copyright.</p> <p>Demonstrated subject-matter expertise.</p> <p>Was open to change and improvement.</p>	<p>Ensured that learners were treated fairly.</p> <p>Complied with organizational and professional code of ethics.</p> <p>Respected intellectual property, including copyright.</p> <p>Demonstrated subject-matter expertise.</p>	<p>Ensured that learners were treated fairly.</p> <p>Complied with organizational and professional code of ethics.</p> <p>Respected intellectual property, including copyright.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

Figure D-1. TF 600-21-1, continued

3.d. Additional Comments/Examples from items # 1 – 8:

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.b.1. Was the learning environment field or classroom?

4.b.2. Clean? Yes/No? If no, provide additional explanation/s.

4.b.3. Relatively free from outside noise or distractions? Yes/No? If no, provide additional explanation/s.

4.b.4. Well lit? Yes/No? If no, provide additional explanation/s.

4.b.5. Large enough to conduct the planned activities? Yes/No? If no, provide additional explanation/s.

4.b.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 badging level? YES NO

4.c.3. Evaluator's Name (Last, First, MI): 4.c.4. Evaluator's Signature: 4.c.5. Date (YYYY/MM/DD):

*ibstpi Instructor Competencies used by permission.

Figure D-1. TF 600-21-1, continued