

## FORM 400-2/3

### Part 2 and 3: NCOLCoE Observation Assessment Competency Standard Rubric

Name: (L, F, M.) \_\_\_\_\_ Rank/Grade: \_\_\_\_\_ Date/Time: \_\_\_\_\_  
 Unit: \_\_\_\_\_ Location: \_\_\_\_\_ Course Title: \_\_\_\_\_

<b>PART 2</b>	<b>PART 3</b>	<b>QUARTERLY OBSERVATION</b>			
40 hours as assistant instructor 75% required	40 Hours as lead instructor 80% required	85% required			
<input type="checkbox"/>	<input type="checkbox"/>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRECHECKS	YES	NO	Comment/Corrective Actions
Visitor's folder			
Visitor's sign-in log			
Current class roster			
Current training schedule			
Current Program of Instruction (POI) or Course Management Plan (CMP)			
Instructor Certification Certificate (ICC)			
Applicable Waivers - Exception to Policy (ETP)			
Deliberate Risk Assessment Worksheet (DRAW)			
Appropriate resources, equipment, technology required for instruction			
Student materials & resources available			
Classroom environment conducive toward learning			
Student workspace adequate & functional			
Appropriate instructor to student ratio (ISR)			
Professional personal appearance			

ADMINISTRATIVE/ INTRODUCTION	EXEMPLARY 5 100% (A+)	COMPETENT 4.5 – 4 90% (A) – 80% (B)	DEVELOPING 3.5 – 3 70% (C) - 60	Total Points Possible for this trait: <b>30</b>
<b>Administrative Procedures</b>	Professionally captured <u>all</u> student's attention, with introduction, & reviewed administrative pertinent critical information, had everyone's attention.	Gained student's attention, with introduction, reviewed most administrative information.	Minimally gained student's attention, with introduction, or review of needed administrative information.	Not evaluated
<b>Safety *</b>	Informed the students of <u>all</u> safety factors and safety requirements for the lesson, had everyone's attention.	Competently informed the students of the general safety factors.	Inadequate safety information given to the students of required safety factors.	Not evaluated
<b>Risk Assessment *</b>	Completely identified <u>all</u> potential hazards associated with the education / training for the students. Conveyed appropriate risk assessment level, had everyone's attention.	Competently identified potential hazards & risks associated with the education / training for the students.	Inadequately identified potential hazards associated with the education / training for the students.	Not evaluated
<b>Environmental *</b>	Informed <u>all</u> students of the general environmental factors and considerations, had everyone's attention.	Competently Informed students on the general environmental factors.	Inadequately informed students of the general environmental factors and considerations.	Not evaluated
<b>Evaluation Strategy</b>	Informed <u>all</u> students how, when, and where they would be assessed toward performance of the lesson Learning Objective. Referred all students to the ISAP for assessment information. Accurately answered any questions, had everyone's attention.	Informed the students that the performance of the lesson, LO would be assessed. Explained the ISAP with no further explanation.	Inadequately informed the students on how, when, and where they would be assessed, LO - ISAP.	Not evaluated

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<b>Relevant Lesson Linkage</b>	Informed <u>all</u> students of the relevant horizontal / vertical sequencing & the relationship of how this lesson "fits" into the overall course plan & why this lesson is relevant, had everyone's attention.	Informed students of the relevant horizontal / vertical sequencing & the relationship of how this lesson "fits" into the overall course plan.	Inadequately informed students of the relevant horizontal / vertical sequencing & the relationship of how this lesson "fits" into the overall course plan.	Not evaluated
<b>PRESENTATION</b>	EXEMPLARY 5 100% (A+)	COMPETENT 4.5 – 4 90% (A) – 80% (B)	DEVELOPING 3.5 – 3 70% (C) - 60	Total Points Possible for this trait: <b>75</b>
<b>CONCRETE EXPERIENCE (CE) *</b> Students in Affective Domain	Facilitator had the students extremely engaged to the point that all students were involved personally & interacted the experience with other classmates. All were in the affective domain at some level of emotion/feeling sensory driven.	Facilitator was able to get most students into the affective domain by having a sensory rich and interactive CE. Instructor observed student reaction/participation during the CE	The Facilitator did not effectively get most students in the affective domain or instructor intervened in some fashion that interrupted the complete experience.	Not evaluated
<b>PUBLISH &amp; PROCESS (P&amp;P) *</b> Students Reflect-Communicate what happened or how they felt after being exposed to the CE	Facilitator asked relevant open-ended questions so students could reflect and communicate on their experience. What they experienced, what happened, how they felt, all students were given the opportunity. Stimulating dialogue occurred.	Facilitator asked relevant open-ended questions so students could reflect and communicate on their experience. What they experienced, what happened, how they felt, most students were given the opportunity. Satisfactory dialogue occurred.	The Facilitator influenced the student's response to what happened in the CE and didn't ask appropriate open-ended questions.	Not evaluated
<b>Introduce Learning Objectives; Transition to GNI</b>	Facilitator transitioned from P&P into GNI based on something that was said & lead-in by introducing the Learning Objectives.	Facilitator transitioned from P&P to GNI by introducing the Learning Objective.	Facilitator didn't clearly introduce the Learning Objective when transitioning from P&P to the GNI.	Not evaluated
<b>GENERALIZE NEW INFORMATION (GNI) *</b> Cognitive Domain, Link back to CE if possible	The Facilitator far exceeded the depth and breadth necessary and linked back to the concrete experience to show the students the connection between the two.	Facilitator adequately focused on facts, theory, concepts, etc., with an appropriate delivery methodology to provide students with the new information needed in order to successfully accomplish the learning objective. Instructor was the focus of this step of the ELM	The Facilitator used inappropriate delivery methodology and failed to provide sufficient depth and breadth of the new information needed to be successful with the learning objective.	Not evaluated
<b>ibstpi Competency 7 and 13</b> Stimulate and Sustain Motivation and Engagement. Promote Transfer of Knowledge and Skills.	Provided opportunities for learners to participate and succeed. Gained and maintained learner attention by establishing relevance. Ensured goals and objectives are clear. Fostered a favorable attitude toward learning (example: displaying enthusiasm about the subject). Provided an opportunity for students to connect learning to future applications (learning transfer).	Provided opportunities for learners to participate and succeed. Gained and maintained learner attention by establishing relevance. Ensure goals and objectives are clear.	Provided opportunities for learners to participate and succeed. Gained and maintained learner attention by establishing relevance.	Not evaluated
<b>ibstpi Competency 8 and 9</b> Presentation and Facilitation Skills	Involved learners in presentations. Gave directions that are clearly understood by all learners. Kept learning activities focused. Brought learning activities to closure. Provided examples to clarify meaning. Draw upon the knowledge and experience of all participants. Encouraged and support.	Involved learners in presentations. Gave directions that are clearly understood by all learners. Kept learning activities focused. Brought learning activities to closure. Provided examples to clarify meaning. Draw upon the knowledge and experience of all participants.	Involved learners in presentations. Gave directions that are clearly understood by all learners. Kept learning activities focused. Brought learning activities to closure.	Not evaluated

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<b>ibstpi</b> <b>Competency 11</b> Provide Clarification and Feedback	Provide opportunities for learners to request clarification. Use a variety of clarification and feedback strategies. Provide clear, timely, relevant, and specific feedback. Be open and fair when giving and receiving feedback. Provide opportunities for learners to give feedback.	Provide opportunities for learners to request clarification. Use a variety of clarification and feedback strategies. Provide clear, timely, relevant, and specific feedback. Be open and fair when giving and receiving feedback.	Provide opportunities for learners to request clarification. Use a variety of clarification and feedback strategies. Provide clear, timely, relevant, and specific feedback.	Not evaluated
<b>ibstpi</b> <b>Competency 17</b> Learning Management	Anticipated and addressed situations that may impact learning and performance. Ensured learners had access resources. Established ground rules and expectations with learners. Employed time management principles during instruction. Discouraged undesirable behaviors in a timely and appropriate manner when necessary.	Anticipated and addressed situations that may impact learning and performance. Ensured learners had access resources. Established ground rules and expectations with learners. Employed time management principles during instruction.	Anticipated and addressed situations that may impact learning and performance. Ensured learners had access resources. Established ground rules and expectations with learners.	Not evaluated
<b>(ibstpi)</b> <b>Competency 12</b> Promote Retention of Knowledge and Skills	Linked learning activities to prior knowledge. Encouraged learners to elaborate on concepts and ideas. Provided opportunities to practice newly acquired skills. Provided opportunities to synthesize and integrate new knowledge. Provided opportunities for reflection and review.	Linked learning activities to prior knowledge. Encouraged learners to elaborate on concepts and ideas. Provided opportunities to practice newly acquired skills. Provided opportunities to synthesize and integrate new knowledge.	Linked learning activities to prior knowledge. Encouraged learners to elaborate on concepts and ideas. Provided opportunities to practice newly acquired skills.	Not evaluated
<b>(ibstpi)</b> <b>Competency 15</b> Assess Learning and Performance	Communicate assessment criteria. Monitor individual and group performance. Assessed learner attitudes and reactions. Assessed learning outcomes. Provided learners with opportunities for self-assessment.	Communicate assessment criteria. Monitor individual and group performance. Assessed learner attitudes and reactions. Assessed learning outcomes.	Communicate assessment criteria. Monitor individual and group performance. Assessed learner attitudes and reactions.	Not evaluated
<b>(ibstpi)</b> <b>Competency 1</b> Communicate Effectively	Used language appropriate to the audience, context and culture. Used appropriate verbal and non-verbal language. Sought and acknowledged diverse perspectives. Used active listening skills. Used appropriate technology to communicate.	Used language appropriate to the audience, context and culture. Used appropriate verbal and non-verbal language. Sought and acknowledged diverse perspectives. Used active listening skills.	Used language appropriate to the audience, context and culture. Used appropriate verbal and non-verbal language. Sought and acknowledged diverse perspectives.	Not evaluated
<b>(ibstpi)</b> <b>Competencies 3 and 4</b> Ethical and Legal Standards Professional Credibility.	Ensured that learners were treated fairly. Complied with organizational and professional code of ethics. Respected intellectual property, including copyright. Demonstrated subject-matter expertise. Was open to change and improvement.	Ensured that learners were treated fairly. Complied with organizational and professional code of ethics. Respected intellectual property, including copyright. Demonstrated subject-matter expertise.	Ensured that learners were treated fairly. Complied with organizational and professional code of ethics. Respected intellectual property, including copyright.	Not evaluated
<b>DEVELOP *</b> What's the value / relevant future use in your environment?	Facilitator asked open-ended questions focused on future use, future environment with an emphasis on Critical Reasoning /Critical Thinking.	Facilitator asked open-ended questions focused on the future value of the GNI to the student and the students' future use of the material. Instructor listened and allowed students to respond. Instructor was part of the group.	Facilitator did not allow students to explain value/how learning is useful to them, rather instructor did this for the students by telling them what the value is. Instructor was not part of the group.	Not evaluated

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<b>APPLY *</b> Assessment Formative / Summative	The Facilitator had an exceptional assessment activity or measurement instrument which allowed the students to demonstrate their master of the learning objective, individually or collectively.	The Facilitator had an appropriate activity or measurement instrument which allowed the students demonstrate their mastery of the learning objective	The Facilitator did not have an apply phase that was related to the learning objective and/or instructor intervenes	Not evaluated
<b>Clarity &amp; Feedback I/P/F</b> <u>Individual</u> - discover the truth about something <u>Peer</u> - for a level of fairness <u>Facilitator</u> - provide clarity	Always acknowledged student comments or questions and responded with clear and concise feedback. 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.	Acknowledged student comments or questions and responded with feedback. Addressed questions and clarified the teaching points. Occasionally recognized signs that some students needed clarification.	Rarely acknowledged student comments or questions. Feedback was questionable. Failed to clarify the teaching point or set a time to resume conversation with the student. Failed to recognize signs that some students needed clarification.	Not evaluated
<b>SUMMARIZE/ IMPERATIVES</b>	EXEMPLARY 5 100% (A+)	COMPETENT 4.5 – 4 90% (A) – 80% (B)	DEVELOPING 3.5 – 3 70% (C) - 60	Total points possible for this trait: <b>30</b>
<b>In Summary</b>	Comprehensively highlighted ELO supporting the TLO. Provided a complete review and recapitulation of all information presented in the lesson.	Provided a brief review of information presented in the lesson.	Incomplete review and no recapitulation of information presented in the lesson.	Not evaluated
<b>Overall Effective Communicator</b>	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 used language that was appropriate for level of learning content and target audience.	Demonstrated satisfactory active listening skills (nod, eye contact, etc.) to communicate clearly. Was non-repetitive. Paraphrased comments and questions to show understanding. Used language that was appropriate for learning content and audience.	Moderately demonstrated active listening skills (nod, eye contact, etc.) to communicate clearly. Was repetitive. Tried to paraphrase comments and questions to show understanding. Attempted to use language that was appropriate for learning content.	Not evaluated
<b>Overall Learner Centric</b>	Overall approach to teaching & learning was learner centered.	Approach to teaching & learning was facilitator & Learner centered.	Approach to teaching & learning was facilitator centered.	Not evaluated
<b>Intellectual Traits</b>	Facilitator fostered the following positive essential intellectual traits toward the learning environment, humility, courage, empathy, autonomy, integrity, perseverance, reasoning, fair-mindedness.	Facilitator was reasonable toward other points of view and did not allow personal biases to influence the learning environment.	The Facilitator seemingly is still developing positive traits; observed behaviors of arrogance, narrow mindedness, hypocrisy, unfairness.	Not evaluated
<b>Achieved Learning Outcome</b>	Highly achieved learning outcome, evident from student's feedback, & observations.	Achieved learning outcome.	Partially achieved learning outcome.	Not evaluated
<b>Socratic Questioning</b> Systematic Disciplined Depth Discussion	Facilitator utilized intellectual standards & elements of reasoning toward open ended questioning, asked complex thought-provoking questions as part of discussion.	Facilitator applied intellectual standards & elements of reasoning toward open ended questioning of students.	Facilitator struggled to apply intellectual standards & elements of reasoning toward open ended questioning of students.	Not evaluated

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POINTS PER TRAIT			TOTAL POINTS	CALCULATED %
Admin/Intro (30 possible)	Presentation (75 possible)	Summarize (30 possible)	Sum of all points per trait ( <b>135 max</b> )	total points/135 ( <b>100% max</b> )

RATING	EXEMPLARY (100% - 91%)	COMPETENT (90% - 80%)	DEVELOPING (79% - 70%)	ADDITIONAL COACHING/MENTORING (69% - 0%)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessed Facilitator Signature:	Date:
Comments:	

Certifying Official Signature:	Date:
Comments:	

**Cognitive Domain Level of Learning Achieved:**  
 Create    Apply    Evaluate    Understand    Analyze    Remember

**Overall Affective Domain Level Observed:**  
 Characterizing    Organization    Valuing    Responding    Receiving

**Comments Recommendations Constructive Feedback:**  
 Behaviors    Attitudes    Mannerisms    Technology Utilization    Methodologies    Collaboration

**NOTE: Any item with an \* that is not accomplished is a failed attempt, and must be re-assessed**