COMMON TRAINING

MASTER CADET

INSTRUCTIONAL GUIDE

EO C509.01 – MONITOR INSTRUCTION

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the forward and preface.

Review the lesson content and become familiar with the material prior to facilitating the lesson.

Photocopy the self study package located at Attachment A, Assessment Form located at Attachment C and the Assessment Rubric located at Attachment D for the cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to develop skills to monitor instruction at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have monitored a lesson.

IMPORTANCE

It is important for cadets to monitor instruction as it is the best way to improve the abilities of instructors by providing them with effective and valuable feedback on their instructional capabilities.

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SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadets monitor instruction.

RESOURCES

- Self study package located at Attachment A,
- Assessment Checklist located at Attachment C,
- Assessment Rubric located at Attachment D, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadets with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package, Assessment Checklist, Assessment Rubric and a pen / pencil.

2. Allow the cadet 60 minutes to complete the self study package.

3. Provide assistance as required to the cadet.

4. Have the cadet monitor a period of instruction using the Assessment Checklist and Assessment Rubric.



It is preferred that the cadet monitor a period of instruction given by a peer (a cadet in the process of completing or who has completed Phase Five) or a subordinate cadet (a cadet completing Phase Four). If a period of instruction delivered by a peer or subordinate cadet is not available, a period of instruction delivered by an officer may be used providing the officer agrees to act as a training aid for the cadet.



While the cadet monitors a period of instruction, an experienced assessor must be paired with them. The experienced assessor should take notes on the period of instruction in order to provide a comparison for the cadet's evaluation. The experienced assessor will also participate in a role-play with the cadet so the cadet can practice debriefing a period of instruction.

5. After the lesson is complete, have the cadet debrief the period of instruction in a role-play scenario where the instructor is replaced by the experienced assessor.

6. Collect the self study package once the cadet has finished.

7. Correct the self study package with the self study package answer key located at Attachment B.

8. Provide feedback to the cadet and indicate whether or not they have completed the enabling objective (EO).

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9. Return the completed self study package to the cadet for their future reference.

10. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to monitor instruction as it is the best way to improve the abilities of your instructors by providing them with effective and valuable feedback on their instructional capabilities.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-056 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of instruction*. Ottawa, ON: Department of National Defence.

A0-191 A-CR-CCP-914/PT-001 Cadet Instructors List Training School. (1978). *CIC instructional supervision*. Ottawa, ON: Department of National Defence.

A0-192 A-P9-000-009/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 9 instructional technique*. Ottawa, ON: Department of National Defence.

A0-193 A-P9-000-010/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 10 instructor supervision*. Ottawa, ON: Department of National Defence.

A0-194 A-P9-050-009/PT-006 Canadian Forces Individual Training and Educational System. (2002). *Volume 6 manual of individual training and education*. Ottawa, ON: Department of National Defence.

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MONITOR INSTRUCTION



SECTION 1: THE PURPOSE OF MONITORING INSTRUCTION

SECTION 2: THE PROCESS OF MONITORING INSTRUCTION

SECTION 3: MONITOR INSTRUCTION

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SECTION 1
THE PURPOSE OF MONITORING INSTRUCTION

THE IMPORTANCE OF MONITORING INSTRUCTION



"By providing direction, encouragement, advice and guidance, the supervisor strives to ensure that both instructors and course members are performing to the best of their ability. Fulfillment of this supervisory role contributes to effective training and the attainment of course objectives."

Canadian Forces Manual of Individual Training

An assessor is important for the development of instructors because they provide direction, encouragement and advice for improvement while ensuring the instructors know they are working toward a common goal. To do this, assessors must be aware of the material being instructed, and the latest methods of instruction.

The assessor's job is important because:

- even good instructors can deteriorate through neglect,
- some technically qualified instructors are not adequately taught how to instruct, and
- most instructors have some weaknesses and may not be aware of them.



When monitoring instruction in the Cadet Program, the instruction monitor is referred to as the assessor.

The overall aim of monitoring instruction is to improve instruction and learning. This is done by:

Promoting Learning Within the Training Environment

All training staff are collectively responsible to ensure that the training environment promotes learning. Areas such as instructor performance, learner achievement, support and administration are monitored to ensure the training goals are met in an effective and efficient manner. An assessor plays a key role in ensuring that learning takes place by monitoring the delivery of instruction.

Assessing Whether Learning is Taking Place

An assessor assesses whether learning is taking place on an ongoing basis by monitoring instruction. Monitoring instruction enables training staff to:

- ensure the content and emphasis of the material is in accordance with the intent of the Qualification Standard and Plan (QSP); and
- confirm the adequacy and appropriate use of instructional materials and training aids as directed in the QSP and Instructional Guide (IG) as required.

Providing Opportunities for Instructors to Improve Their Instructional Technique

Monitoring instruction improves both instruction and learning. Instructors should be provided with opportunities to improve their instructional technique. Assessors are responsible for identifying areas for development in instructional staff.

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To develop instructional staff, assessors must monitor the instructional staff in the classroom or other training areas to provide feedback, recognize and reinforce effective performance and identify and correct any problems before they become serious and jeopardize learning.

The development of instructional skills can take place only when the instructional staff have the opportunity to instruct under supervision and receive feedback on their performance. Monitoring and feedback must focus on instructional staff development and improvement and be based on mutual respect between the instructional staff and the assessor.

A monitoring and feedback program based on mutual respect can be fostered when:

- the instructional staff and assessor agree on the specific skills and practices that characterize effective instruction;
- the assessor frequently monitors lessons to verify that the instructional staff use the skills / practices and meets to discuss them afterwards (feedback);
- the instructional staff and the assessor agree on areas for improvement; and
- the instructional staff and the assessor develop a specific plan for improvement together.



***Activate Your Brain #1*:**

The aim of monitoring instruction is to improve instruction and learning. How is this done?

TYPES OF MONITORING

There are three types of monitoring commonly used to assess instruction. They are:

Formal Monitoring

Formal monitoring is specific and exact in nature. The assessor spends a considerable period of time observing the instructional practices of an instructor. This is the most important kind of assessment because it offers detection of specific strong and weak points in the instruction. This type of monitoring is where the assessor can make the biggest impact on an instructor's development. This type of monitoring should be done at least once for every instructor and more frequently for new or weak instructors.

Informal Monitoring

Informal monitoring is a shorter process than formal monitoring. It is the method by which an assessor ensures the general teaching procedures and managerial aspects of an instructor's classroom and training activities. This type of monitoring is useful for checking the progress of individuals who have already received a formal evaluation and determining if further formal evaluation is required.

Spot Checks

Spot checks are an even shorter process than informal monitoring. This type of assessment gives the assessor a general overview of the teaching situation. It allows them to verify the methods of instruction being employed and that the principles of instruction are being applied. Spot checks apprise the assessor of the general situation and indicate to the instructor that they are interested in their work. The corrective measures taken from spot checks will probably be limited to cases where poor instructional situations are repeatedly evident. However,

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this type of monitoring is useful for keeping instructors on their toes, as they will never know when the assessor may be around to conduct a spot check.



***Activate Your Brain #2*:**

What are the three types of monitoring?

1.
2.
3.

ASSESSMENT

An assessor assesses an instructor using various forms of assessment. Each form of assessment has advantages and disadvantages which give them a better fit for certain types of evaluation. The three main types of assessment used are assessment by scale, assessment by rating, and assessment by rubric.

Assessment by Scale

An assessment by scale uses a series of numbers to represent a level of achievement. This form of assessment is quick to use but does not adequately define what each number means. It is common for higher numbers to represent more proficiency; lower numbers represent less proficiency.

Criteria	Rating				
Tie a Figure 8 knot.	1	2	3	4	5

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure A-1 Example of Assessment by Scale

Assessment by Rating

An assessment by rating uses a series of words to represent a level of achievement. This form of assessment is almost as quick to use as assessment by scale, but it defines the level of achievement more clearly. This form of assessment is used often in the Cadet Program.

Criteria	Rating			
Adopt the prone position.	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure A-2 Example of Assessment by Rating

Assessment by Rubric

An assessment rubric is the final form of commonly used assessment. It uses a set of word pictures to represent a level of achievement. Rubrics are specific to a task and describe levels of performance for individual criteria needed to complete that task. This gives an assessor a clearer understanding of what is required to attain a specific score. This form of assessment takes longer than scales or ratings, but clearly defines levels of achievement and breaks down a performance into smaller, more assessable, pieces.

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	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted. It had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure A-3 Example of Assessment by Rubric



The above example of assessment of rubric only uses one criterion. This is not typical when using a rubric; more often, the rubric has a series of criteria, each one using a separate row to define performance.



***Activate Your Brain #3*:**

What are the three types of assessment?

1.
2.
3.



***Activate Your Brain #4*:**

Why would assessment by rating be chosen over assessment by rubric?

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Assessment Difficulties

It is rare for two assessors to have the same result when assessing a performance (eg, one assessor might describe the performance as excellent and the other describes the performance as good). This difference in assessment can be related to many factors, which may include:

- one assessor having a better understanding of the topic being assessed;
- one assessor being more familiar with the individual being assessed;
- one assessor being less focused during the assessment;
- one assessor allowing their emotions to affect their assessment; or
- one assessor being more experienced at assessing.



Did you know?

Assessment errors occur for a variety of reasons. Some errors can be caused by the design of the assessment, some occur only with certain groups of assessors, and some with individual assessors. The following are examples of common assessment errors:

(1) **Error of central tendency.** Many assessors hesitate to assess either extremely high or extremely low. They tend to group their ratings close to the centre of the scale. If an error of central tendency is taking place, true ability is not reflected on the monitoring form. Therefore, the rating is of little use.

(2) **Error of standards.** Some assessors tend to overrate or underrate everyone, as compared to the assessments of other assessors. They do this because of the difference in the standard they expect to see.

(3) **Error of narrow criterion.** New assessors may use a narrow representation as the entire range of proficiency. If they have three superior instructors, they begin to assess others lower because they cannot perform quite as well.

(4) **Logical error.** An assessor who has made a logical error allows the performance on one item to influence the assessing of another item. An alert assessor should assess each item separately and objectively.

(5) **Error of familiarity.** When an assessor is with their instructors every day for a prolonged period, they can lose their assessing objectivity. They become accustomed to some of the instructors' common weaknesses and overlook them as errors. Stepping back and getting a new perspective helps to avoid this type of error.

(6) **Error of halo.** Many assessors tend to assess after being influenced by their general impression of the individual. Halo error is so called because the assessment clusters like a halo around the assessor's general impression. An assessor must detach personal feelings about an instructor from the task being assessed. For example, an assessor assesses an instructor as high during a flight safety period because they speak well in a social environment; a quality which has nothing to do with flying an aircraft.

(7) **Error of delayed grading.** If assessment occurs long from the actual performance, the information about the performance to be forgotten. If this happens, the assessor often goes to the central-type rating due to lack of information to justify extreme ratings.

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How might you strive to overcome these errors when you monitor instruction?



Take time to examine the Assessment Checklist and the Assessment Rubric for monitoring instruction. It is important to become familiar with these tools prior to using them. If you have any questions, ask your Course Officer or the Training Officer.

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SECTION 2
THE PROCESS OF MONITORING INSTRUCTION

The process of monitoring instruction may be broken down into three stages: preparing for a monitoring session; monitoring a period of instruction; and debriefing the instructor.

PREPARING FOR A MONITORING SESSION

When preparing to monitor an instructor, an assessor must:

Advise the instructor. Advise the instructor well in advance that the lesson will be monitored and remind them that the purpose of monitoring a lesson is to give feedback to improve instructional skills.

Review the lesson. Review the lesson specification and determine how the lesson fits into the overall program by examining the lessons that precede and follow it. Consider different approaches to delivering the lesson based on the teaching points, ratio of theory to practical and amount of training activity required.

Review and prepare the assessment tools. Prepare the appropriate assessment tools, by filling in the:

- instructor’s name,
- assessor's name,
- date,
- PO / EO,
- time allotted,
- any test details.

MONITOR A PERIOD OF INSTRUCTION

Monitoring a period of instruction can be broken down into three parts: before the lesson; during the lesson; and after the lesson.

Before the Lesson

1. Greet the instructor and request a copy of their lesson plan.

2. Reassure the instructor that the purpose of monitoring is to help the instructor develop their abilities and discuss any questions or concerns.

3. If possible, choose an observation point that is not in the direct line of sight of the learners or the instructor.

4. Verify that the training area has been appropriately arranged and training aids are available and in position.

During the Lesson

1. Observe the instructor’s actions and learners’ response during the lesson.

2. Use the assessment tools to help record behaviours. Focus on observable behaviours. Take descriptive notes and cite specific examples. The assessment tools allows the assessor to assess that:

    a. the lesson plans are prepared and complete;

    b. the training environment, including the layout of the training area and the orientation board, is appropriately prepared;

    c. the instructor uses appropriate instructional techniques and principles of instruction;

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d. the instructor's ability to accommodate different learning styles in their lesson; and

e. the visual / training aids employed are unobstructed and easily viewed, relevant to the subject matter and allow for easy transition throughout the lesson.

3. Do not interfere with the lesson unless there is an emergency or safety violation.

After the Lesson

1. Complete the assessment tools.

2. Review the results of the assessment tools and identify items of the lesson that went well, and items of the lessons upon which the instructor needs to improve.

DEBRIEFING THE INSTRUCTOR

Debriefing sessions are used to let the instructor know of the strengths and weaknesses showed during the delivery of a lesson and develops a specific plan on how to overcome them. It is important that the assessor prepares a comfortable and relaxed atmosphere in the debriefing area by:

1. selecting a site for the debriefing area that is:

   a. confidential and out of the hearing range of others; and

   b. away from any potential distractions and interruptions;

2. arranging furniture in an informal manner (eg, not having a desk separate the assessor and the instructor); and

3. removing any physical barriers to the conversation (eg, other furniture, lamps, boxes).

Before meeting the instructor, the assessor must take time to plan the debriefing session. When planning the session, the assessor should:

1. review the notes taken during the lesson;

2. list the instructor's strengths during the lesson and how they contributed to achieving the instructional objective; and

3. list areas of improvement in the instructor's performance and how they detracted from the achievements of goals.

To ensure the efficiency and progression of the debriefing sessions, the assessor should:

1. welcome the instructor and put them at ease. Many instructors will be tense and the assessors are to make every effort to dispel this tension;

2. explain that the purpose of the session is to provide feedback which helps to improve their performance in the classroom;

3. employ active listening skills during the debriefing session. This also includes watching the instructor's body language; and

4. discuss the instructor's performance, to include:

   a. asking questions that lead the instructor and encourage them to discuss their lesson;

   b. asking the instructor to analyze their performance by identifying their strengths and areas for improvement;

   c. responding to the instructor's self-evaluation and confirm areas identified as applicable;

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d. identifying the strengths and areas for improvement if no areas are identified by the instructor (or if important areas are missed);

e. highlighting the effective areas of the instructor's performance and how this contributed to the achievement of the instructional objectives;

f. assisting the instructor to develop a plan to improve their instructional abilities;

g. having the instructor accept responsibility for the plan and commit to improve; and

h. offering further assistance if appropriate (eg, coaching in a particular area); and



It is important to limit the number of areas of improvement to two or three. If an instructor is given too many items to consider, they become overwhelmed. Identify two or three key points upon which the instructor to focus improvement.

5. conclude the session by having the instructor summarize what was discussed and re-motivate the instructor. It is important to allow the instructor to review the assessment tools.

The following is an example of a conversation that may occur during a debriefing session.

Monitor: "Hello Sgt Smith, how are you today?"

Sgt Smith: "I'm great, thank you!"

Monitor: "We're meeting to discuss the lesson you taught earlier. I want to remind you that the reason for this discussion is to help you improve as an instructor. First of all, looking back on the lesson, how do you think it went?"

Sgt Smith: "I think it went OK."

Monitor: "That's good. What do you think were your strengths during that lesson?"

Sgt Smith: "Well, I think I prepared good training aids and that I maintained a high level of class participation."

Monitor: "I agree with you. I also noticed that you created a lot of interest through the games you used to confirm the understanding of teaching points. You also placed emphasis on specific concepts by using very clear examples. I noticed that you had a great understanding of the lesson material. What do you think would be the areas in which you could improve for next time?"

Sgt Smith: "I realized at one point that I forgot a teaching point and had to go back to cover it, but I think in the end, the cadets understood the material because of my explanation. I also think I could have drawn answers from more cadets. I realized I only chose those who had raised their hands."

Monitor: "OK, you're right about those observations. How do you think you can improve on what you just told me?"

Sgt Smith: "Well, I could refer more to my lesson plan during the class to ensure I remain on track and don't forget any teaching points. I could also practice my lesson in advance to have a feel for the material. For my questioning techniques, I could plan different types of questions to ask during the class and write cues on my lesson plan to ensure I allow different people to answer questions and not only those who raise their hand."

Monitor: "That's a very good plan. Why don't you try those ideas during the next class that you'll teach and I could monitor one of your lessons next week. We can then discuss your progress."

Sgt Smith: "That sounds good!"

Monitor: "Can you summarize what we have just agreed upon?"

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Sgt Smith: “I have to refer more to my lesson plan during the class to remain on track and not forget teaching points. I also need to practice my lesson in advance. And when I plan my lesson, I should incorporate different types of questions so that I don’t always have the ones who raise their hand answer.”

Monitor: "Very good. Feel free to drop by at any time if you need advice or help on anything. I'll look at the schedule tonight and let you know by tomorrow which lesson I’ll monitor next week. Thanks for your time and your good work. Do you have anymore questions or comments?"

Sgt Smith: "No, not right now. Thanks very much."

Monitor: "Thank you, and have a good day."



Provide feedback to the Training Officer regarding the instructor's performance and progress.



***Activate Your Brain #5*:**

What are the three stages to monitoring instruction?

1.
2.
3.



***Activate Your Brain #6*:**

When giving a debriefing, how many items should you focus on? Why?

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SECTION 3
MONITOR INSTRUCTION

PURPOSE

The purpose of this section is to provide an opportunity to monitor a period of instruction.

ACTIVITY INSTRUCTIONS

1. Liaise with your Course Officer / Training Officer to establish which period of instruction you will be monitoring.

2. Using the Assessment Tools located at Attachment C, monitor a period of instruction.

3. Evaluate each item by following the Assessment Rubric and circle the corresponding letter on the Assessment Checklist. Record any strengths and areas for improvement in the comments section.

4. When the period of instruction is complete, finalize the Assessment Checklist.

5. Identify points to be discussed during the debriefing of the instructor.



The purpose of the debriefing is to provide the instructor feedback on their period of instruction.

6. Role-play a debriefing with your Course Officer / Training Officer or the facilitator of this lesson. You will act as the assessor and the Course Officer / Training Officer or the facilitator will act as the instructor.



Congratulations, you have completed your self study package on EO C509.01 (Monitor Instruction). Complete the Assessment Checklist for the period of instruction you monitored and then hand your completed package to the Training Officer / Course Officer who will record your completion in your Proficiency Level Five logbook.

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SELF STUDY PACKAGE ANSWER KEY



***Activate Your Brain #1*:**

The aim of monitoring instruction is to improve instruction and learning. How is this done?

Monitoring instruction improves learning by promoting learning within the training environment, assessing whether learning is taking place, and providing opportunities for instructors to improve their instructional technique.



***Activate Your Brain #2*:**

What are the three types of monitoring?

(1) Formal monitoring.

(2) Informal monitoring.

(3) Spot checks.



***Activate Your Brain #3*:**

What are the three types of assessment?

(1) Assessment by scale.

(2) Assessment by rating.

(3) Assessment by rubric.



***Activate Your Brain #4*:**

Why would assessment by rating be chosen over assessment by rubric?

Assessment by rating would be chosen over assessment by rubric because it is a faster assessment tool or if the task being assessed is simple and does not require additional assessment definitions.



***Activate Your Brain #5*:**

What are the three stages to monitoring instruction?

(1) Preparing for a monitoring session.

(2) Monitoring a period of instruction.

(3) Debriefing the instructor.

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***Activate Your Brain #6*:**

When giving a debriefing, how many items should you focus on? Why?

It is important to limit the number of areas of improvement to two or three. If an instructor is given too many items to consider, they will become overwhelmed. Identify two or three key points for the instructor to focus improvement on.

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ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	Assessment (circle one)	Notes
Lesson Preparation		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Classroom / training area set-up	I D C	
Lesson Introduction		
Review of previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
Lesson Body		
Method(s) of instruction	I D C	
Learning environment	I D C E	
Effective use instructional aids	I D C	
Satisfaction of learner needs	I D C E	
Accuracy of lesson content	I D C E	
TP confirmation	I D C E	
End of lesson confirmation	I D C E	
Lesson Conclusion		
Lesson summary	I D C	
Re-motivation	I C	
Description of next lesson	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

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	Assessment (circle one)	Notes
Communication		
Voice control	I D C E	
Body language	I D C E	
Questioning techniques	I D C	
Time Management		
Time management	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Feedback:

	Overall Assessment			
Check One	**Incomplete**	**Completed With Difficulty**	**Completed Without Difficulty**	**Exceeded Standard**
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on 7 or more of the criteria:

Assessor's Name:	**Position:**
Assessor's Signature:	**Date:**

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ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs were to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
Classroom / training area set-up	Set-up of the classroom / training area was not suitable to the lesson.	Set-up of the classroom / training area was suitable to the lesson, however some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized.	N/A
Lesson Introduction				
Review of previous lesson (if applicable)	The cadet did not review the previous lesson	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
Introduction of lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
Lesson Body				
Method(s) of instruction	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A
Learning environment	The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.

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	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Effective use of instructional aids	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
Satisfaction of learner needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of lesson content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The cadet creatively used questions or an activity to confirm the understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of lesson confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.
Lesson Conclusion				
Lesson summary	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivation	The cadet did not attempt to re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A
Description of next lesson	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A
Communication				
Voice control	The cadet did not speak clearly or consistently spoke too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body language, dress and deportment	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).	N/A

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	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient, however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	N/A

Score overall assessment on the Assessment Checklist as:

1. **Incomplete.** If the cadet received an "incomplete" on more than three of the criteria listed on the assessment checklist;

2. **Completed With Difficulty.** If the cadet received an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" or better on all other criteria;

3. **Completed Without Difficulty.** If the cadet received a minimum of "completed with difficulty" on all criteria and "completed without difficulty" or better on 10 or more of the criteria:

4. **Exceeded Standard.** If the cadet received a minimum of "completed without difficulty" on all criteria listed on the checklist and "exceeded standard" on seven or more of the criteria:

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