

EMS Instructor II Evaluation Form Completion Guide

Definition of the terms is based on the Marshall rubric and the RISE Handbook

The **Accomplished/Innovative** level describes solid, outstanding teaching that meets very demanding criteria, as determined by a trained evaluator, in selected competencies, associated with positive student learning outcomes. The *Accomplished/Innovative* instructor consistently exceeds expectations and demonstrates excellent professional performance. The *Accomplished/Innovative* instructor's students generally exceed expectations for academic growth and development related to positive student learning outcomes. There will be relatively few ratings at this level.

The **Proficient/ Effective** level describes an instructor who consistently meets expectations, as determined by a trained evaluator, in selected competencies, associated with positive student learning outcomes. The *proficient/effective* instructor's students will have generally achieved an acceptable rate of academic growth and development as evidenced by student learning outcomes.

The **Basic/Developing** level indicates that performance has deficiencies; no instructor should be content to remain at this level (although some novices might begin here). An instructor who is rated as *Basic/Developing* requires a change in performance before he/she meets expectations. This is an instructor who a trained evaluator has determined to require improvement in selected competencies reasonably believed to be highly correlated with positive student learning outcomes as evidenced by students having generally achieved a below acceptable rate of academic growth and achievement.

Performance at the **Unsatisfactory/Ineffective** level is clearly unacceptable should lead to dismissal if it is not improved immediately.

The following Instructor Evaluation rubric is organized around six domains covering all aspects of an instructor's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Professional Responsibilities

EMS Instructor II Evaluation Form Completion Guide

A. Planning & Preparation for Learning – Shows evidence of advanced preparation regarding written, technical, and environmental aspects

1. Demonstrates knowledge of subject content and related skills				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> Consistently demonstrates an in-depth understanding of subject content and is expert in all skills. 	<ul style="list-style-type: none"> Frequently demonstrates solid understanding of subject content and is proficient in all skills. 	<ul style="list-style-type: none"> Occasionally demonstrates basic knowledge of subject content and related skills. 	<ul style="list-style-type: none"> Demonstrates a lack of knowledge of subject content or related skills by making content or skill related errors. 	
2. Develop curriculum based lesson plan with learning objectives				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> Lesson plans consistently provide a clear connection to core curriculum and is well integrated into the course of study Lesson plans consistently include learning objectives that address all learning domains when applicable and are clearly written, realistic and achievable. Learning objectives consistently detail what the student will know and include a clear reference as to how the student will demonstrate the knowledge. 	<ul style="list-style-type: none"> Lesson plans frequently provide a clear connection to core curriculum Lesson Plans frequently include learning objectives that address all applicable learning domains when applicable Lesson plans frequently include learning objectives that state what a student will know and/or will be able to do 	<ul style="list-style-type: none"> Lesson plans occasionally appear to be related to core curriculum standards Lesson plans occasionally include learning objectives Learning objectives occasionally state what the student will know and/or be able to do 	<ul style="list-style-type: none"> Lesson plans rarely provide connection to core curriculum Lesson plans rarely include learning objectives Learning objectives rarely state what the student will know/or be able to do 	

EMS Instructor II Evaluation Form Completion Guide

3. Prepares materials, resources and technology relevant to lesson plan				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> Instructional materials, resources and technology consistently align with the learning objectives of the lesson and makes the lesson challenging to all students at different levels of learning 	<ul style="list-style-type: none"> Instructional materials, resources and technology frequently align with the learning objectives of the lesson. 	<ul style="list-style-type: none"> Instructional materials, resources and technology occasionally align with the Learning objectives of the lesson. 	<ul style="list-style-type: none"> Instructional materials, resources and technology rarely or never align with the learning objectives of the lesson. 	
4. Ensures the physical environment is prepared for learning activities				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> Consistently pre-plans and communicates classroom needs in advance Consistently arrives early to assure that the classroom is set up and prepared for the students and the learning activities Consistently assures that all equipment is in good working order prior to the start of class. 	<ul style="list-style-type: none"> Frequently pre-plans and communicates classroom needs in advance Classroom is frequently set up and prepared for the students and learning activities at the start of class Equipment is frequently available and in good working order for the class. 	<ul style="list-style-type: none"> Occasionally pre-plans and communicates classroom needs in advance Classroom is occasionally set up and prepared for the students and learning activities at the start of class Equipment is occasionally available or in good working order. 	<ul style="list-style-type: none"> Rarely or never pre-plans and communicates classroom needs in advance Rarely arrives early or on time Classroom is rarely set up or prepared for the students and learning activities when the class starts 	
5. Communicates and ensures additional classroom instructors/assistants are prepared for the learning activities				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> Consistently pre-plans and communicates lesson plans and learning objectives to classroom instructors/assistants to assure that the instructors are prepared to teach the learning activities 	<ul style="list-style-type: none"> Frequently communicates objectives to the classroom instructors/assistants to assure that classroom instructors/assistants teach the learning activities 	<ul style="list-style-type: none"> Occasionally provides some direction to assure that classroom instructors/assistants teach the learning activities 	<ul style="list-style-type: none"> Rarely communicates or provides direction to classroom instructors/assistants relevant to learning activities 	

EMS Instructor II Evaluation Form Completion Guide

B. Classroom Management

1. Establishes and maintains rules for safety and conduct within the learning environment.				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Consistently defines and clearly communicates rules for safety and conduct to students • Rules for safety and conduct are readily accessible to students. • Consistently reinforces rules for safety and conduct when deviation occurs. 	<ul style="list-style-type: none"> • Frequently reinforces rules when deviation occurs 	<ul style="list-style-type: none"> • Has limited understanding of rules • Occasionally reinforces rules when deviation occurs 	<ul style="list-style-type: none"> • Classroom objectives are not being accomplished • Difficult to identify authority figure in classroom • Rarely reinforces rules when deviation occurs 	
2. Demonstrates effective time management and follows course schedule				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Consistently recognizes the need to adapt course schedule to facilitate content delivery • Consistently adapts course schedule to accomplish learning activities or content delivery • Proactively works with students to amend or modify content delivery methods to accomplish lesson plan and objectives 	<ul style="list-style-type: none"> • Frequently demonstrates control over the amount of time spent on learning activities or content delivery • Frequently begins and/or ends class on time • Frequently delivers course content consistent with course schedule • Frequently ensures that content delivery is congruent with course schedule modifications 	<ul style="list-style-type: none"> • Occasionally lacks control over the amount of time spent on learning activities or content delivery • Occasionally begins and/or ends class on time • Course content delivery is occasionally consistent with course schedule • Occasionally recognizes need to modify course schedule to accomplish lesson plan and objectives 	<ul style="list-style-type: none"> • Frequently lacks control over the amount of time spent on learning activities or content delivery • Rarely begins and/or ends class on time • Course content delivery is rarely consistent with course schedule • Course schedule requires multiple modifications and rarely accomplishes lesson plan and objectives 	

EMS Instructor II Evaluation Form Completion Guide

3. Communicates high expectations for performance within the learning environment				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • There is abundant evidence of mutual respect and trust between instructor and student(s), as well as between students. • Consistently exudes a passion for the content and actively exploring the curriculum with students. • Students consistently appear to have internalized the value of the content as well as the instructor’s high expectations for them 	<ul style="list-style-type: none"> • Oral, written, and nonverbal communications with students is frequently considerate and positive, demonstrating genuine respect for individual students and the class as a whole. • Frequently displays a genuine enthusiasm for the curriculum and high expectations for most students 	<ul style="list-style-type: none"> • Oral, written, and nonverbal communications with students is occasionally considerate and positive • Occasionally conveys a generally positive view of learning and of the curriculum • Occasionally demonstrates high expectations for some students 	<ul style="list-style-type: none"> • Oral, written and nonverbal communication with students is rarely considerate and lacks a positive view of learning • Interest in the curriculum and/or expectations for students lacks enthusiasm 	
4. Establishes a safe, inclusive and respectful learning environment for a diverse population of students				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Consistently adheres to and/or recognizes the need to adapt procedures, practices and guidelines outlined by the training center, state and federal laws intended to keep students healthy and safe. • Consistently proactive in intervening on behalf of students and staff. 	<ul style="list-style-type: none"> • Frequently adheres to procedures, practices and guidelines outlined by the training center, state and federal laws intended to keep students healthy and safe 	<ul style="list-style-type: none"> • Occasionally adheres to training center procedures, but frequently seeks clarification on processes/ procedures. • Occasionally provides reasonable accommodations for students with disabilities 	<ul style="list-style-type: none"> • Rarely adheres to and/or lacks understanding of procedures, practices and guidelines outlined by the training center, district, state and federal laws intended to keep students healthy and safe. • Rarely recognizes need for and/or is unfamiliar with accommodations for students with disabilities 	

EMS Instructor II Evaluation Form Completion Guide

C. Delivery of Instruction

1. Demonstrates knowledge of instructional material				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Consistently demonstrates subject matter expertise in EMS education • Consistently strives to facilitate adult learning • Consistently selects materials and strategies that are relevant and reflect well organized, objective-driven lesson plans • Consistently assists colleagues in applying content delivery strategies in the learning environment. • Consistently adapts instructional practice to improve adult learning 	<ul style="list-style-type: none"> • Frequently demonstrates subject matter knowledge in EMS education and adult learning • Instructional materials and tasks are frequently organized and align with the purpose of the course content • Materials and tasks frequently align with students level of challenge 	<ul style="list-style-type: none"> • Subject matter knowledge in EMS education and adult learning is demonstrated occasionally or inconsistently • Familiarity with instructional materials occasionally aligns with course content • Materials and tasks occasionally align with students level of challenge 	<ul style="list-style-type: none"> • Lacks familiarity with the subject matter and has limited knowledge of adult learning • Lesson is generally disorganized • Clear objectives are rarely stated or observed • Instructional materials & tasks rarely or never align with the purpose or lesson 	

EMS Instructor II Evaluation Form Completion Guide

2. Facilitates well-organized, objective driven lessons				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>

EMS Instructor II Evaluation Form Completion Guide

<ul style="list-style-type: none"> • Students can consistently and authentically explain what they are learning, beyond simply repeating back the stated or posted objective • Students can consistently and authentically explain why what they are learning is important, beyond simply repeating the instructor's explanation • Students consistently understand how the objective fits into the broader unit and course goals. This might be shown through an effective instructor explanation of how the lesson connects to the unit's essential questions or structure, or reflected in students demonstrating through their comments that they understand how the lesson fits into the broader goals of the unit. • The instructor actively and consistently engages students in the process of connecting the lesson to their prior knowledge. 	<ul style="list-style-type: none"> • Lesson objective is frequently specific, measurable, and aligned to standards; it conveys what students are learning and what they will be able to do by the end of the lesson • Objective of the lesson is frequently clear to students • Frequently ensures that students understand the importance of the objective • Lessons frequently build on students' prior knowledge in a significant and meaningful way, as appropriate to the objective • Lesson is frequently well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly moves students toward mastery of the objective 	<ul style="list-style-type: none"> • Lesson objective is occasionally missing a component but it conveys what students are learning and what they will be able to do by the end of the lesson. • Objective of the lesson is occasionally stated or stated in a way that does not effectively lead to student understanding • Importance of the objective is occasionally explained or explained in a way that does not effectively lead to student understanding. • Occasionally states how the lesson connects to students' prior knowledge, but the lesson generally does not build on students' prior knowledge in a significant and meaningful way. • Some parts of the lesson are occasionally connected to each other or aligned to the objective, or some parts may not significantly move students toward mastery of the objective. 	<ul style="list-style-type: none"> • Lesson objective is missing more than one component • Learning objectives rarely convey what students are learning or what they will be able to do by the end of the lesson or do not connect to the lesson taught. • Objectives are rarely stated or may be unclear or confusing about what students will be learning and doing. • The importance of the objective is rarely explained, or students rarely understand its importance. • Rarely makes an effort to have the lesson build on or connect to students' prior knowledge, or efforts are ineffective. • Lesson is generally disorganized. Different parts of the lesson have no connection to each other, students may be confused about what to do, most parts of the lesson may not be aligned to the objective, or most parts of the lesson may not significantly move students toward mastery of the objective. 	
--	---	--	---	--

EMS Instructor II Evaluation Form Completion Guide

3. Explains Content Clearly				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Explanations are consistently concise, fully explaining concepts in as direct and efficient a manner as possible. • Consistently and effectively makes connections with other content areas, students' experiences and interests, or current events in order to make the content relevant and build student understanding and interest. • Consistently explains concepts in a way that actively involves students in the learning process, such as by facilitating opportunities for students to explain concepts to each other. • Consistently offers explanations that provoke student interest in and excitement about the content. • Students consistently ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level. 	<ul style="list-style-type: none"> • Explanations of content are frequently clear and coherent, and they build student understanding of content. • Frequently gives clear, precise definitions and uses specific medical language as appropriate. • Frequently emphasizes key points when necessary. • Frequently and quickly adjusts explanations and uses an alternative way to effectively explain the concept when delivery is not effectively leading students to understand the content • Students ask relatively few clarifying questions because they understand the explanations. However, they may ask a number of extension questions because they are engaged in the content and eager to learn more about it. 	<ul style="list-style-type: none"> • Explanations are occasionally clear and coherent, with a few exceptions, but they may not be entirely effective in building student understanding of content. • Occasionally give definitions that are not completely clear or precise, or sometimes may not use academic language when it is appropriate to do so. • Occasionally or inconsistently emphasizes key points, so that students are sometimes unclear about the main ideas of the content. • Occasionally adjusts delivery when an explanation is not effectively leading students to understand the concept, the instructor may sometimes move on or re-explain in the same way rather than provide an effective alternative explanation. • Students ask some clarifying questions showing that they are confused by the explanations. 	<ul style="list-style-type: none"> • Explanations may be unclear or incoherent, and they are generally ineffective in building student understanding of content. • Rarely gives clear or precise definitions, or does not use academic language when it is appropriate to do so. • Rarely or never emphasizes key points, such that students are often unclear about the main ideas of the content. • Adheres rigidly to the initial plan for explaining content even when it is clear that an explanation is not effectively leading students to understand the concept. • Students ask many clarifying questions showing that they are confused by the explanations, or students may be consistently frustrated or disengaged because of unclear explanations. 	

EMS Instructor II Evaluation Form Completion Guide

4. Engages students at all levels of learning				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Consistently recognizes and adapts course delivery to challenge all students at different learning levels • Consistently encourages all students to be interactive and engaged as active learners and problem-solvers 	<ul style="list-style-type: none"> • Frequently encourages students to actively think about, discuss, and use ideas and skills taught • Frequently provides course delivery that challenges most students 	<ul style="list-style-type: none"> • Attempts to get students actively involved but some students are disengaged 	<ul style="list-style-type: none"> • Delivers course content that encourages passive learning • Lesson plan is not challenging to most students 	
5. Utilizes a variety of appropriate teaching methods and strategies				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Consistently adapts course delivery techniques that are interactive and promote student mastery of the course objectives • Course delivery techniques are consistently interactive and allow students to engage with content in a variety of learning styles 	<ul style="list-style-type: none"> • Course delivery frequently provides students with more than one way to engage with content • Course delivery methods are frequently aligned to the lesson objective • Course delivery is frequently focused on student mastery of the course objectives 	<ul style="list-style-type: none"> • Course delivery methods occasionally provide students more than one way to engage with content, but not all methods align with course objectives • Course delivery occasionally provides methods for students to engage with content • Course delivery is not focused on student mastery of the course objectives 	<ul style="list-style-type: none"> • Course delivery provides limited methods for students to engage with content; most methods are rarely aligned with course objectives • Course delivery is focused on passive learning • Course delivery detracts from or impedes student mastery of the course objectives. 	

EMS Instructor II Evaluation Form Completion Guide

6. Makes connections between objectives and lessons				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Consistently plans all lessons embedding big ideas, essential questions, knowledge, and skill goals that cover all of Bloom's levels • Consistently uses multiple representations and explanations that capture key ideas between the objectives and the lessons • Consistently stimulates class reflection on prior content knowledge; links new concepts to familiar concepts, and makes clear and relevant connections to the students' experiences through real-life applications and tasks • Consistently assists students in developing a deep understanding by engaging students in connecting the content to other appropriate subject areas and applying content to solving timely, real-world problems 	<ul style="list-style-type: none"> • Frequently plans most lessons with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels • Frequently uses multiple representations and explanations that capture key ideas in the objectives and lessons • Frequently relates content to class's prior content knowledge; links new concepts to familiar concepts, and makes appropriate connections to the students' experiences • Frequently connects the content to other appropriate subject areas, and connections are generally effective and clear 	<ul style="list-style-type: none"> • Occasionally plans lessons with some thought to larger goals and objectives and higher-order thinking skills. • Uses limited or insufficient representations and explanations that capture key ideas in the objective and lessons; does not promote each student's achievement of content standards • Inconsistently or ineffectively relates content to class's prior content knowledge; but links new concepts to familiar concepts, and makes appropriate connections to the students' experiences • Inconsistently connects the content to other subject areas and connections are ineffective or unclear 	<ul style="list-style-type: none"> • Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals. • Rarely uses representations and explanations that capture key ideas in the session; does not promote each student's achievement of content standards • Rarely relates content to class's prior content knowledge; does not link new concepts to familiar concepts; does not make appropriate connections to the students' experiences • Rarely connects the content to other subject areas 	

EMS Instructor II Evaluation Form Completion Guide

7. Responds to and/or clarifies student misunderstandings to integrate learning into application				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Consistently responds to student misunderstandings with effective scaffolding. • Consistently anticipates student misunderstandings and preemptively addresses them, either directly or through the design of the lesson. • Consistently addresses student misunderstandings effectively without taking away from the flow of the lesson or losing the engagement of students who do understand. 	<ul style="list-style-type: none"> • Frequently responds to most student misunderstandings with effective scaffolding. • Frequently uses scaffolding techniques to enable students to construct their own understandings rather than simply re-explaining a concept. • If an attempt to address a misunderstanding is not succeeding, the instructor, when appropriate, frequently responds with another way of scaffolding. 	<ul style="list-style-type: none"> • Occasionally responds to some student misunderstandings with effective scaffolding. • Occasionally responds to misunderstandings using scaffolding techniques that are instructor-driven (for example, re-explaining a concept) when student-driven techniques could have been effective. • Occasionally persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding. 	<ul style="list-style-type: none"> • Rarely responds to student misunderstandings with scaffolding techniques. • Responds to misunderstandings by using scaffolding techniques that are instructor-driven when student-driven techniques could have been effective. • Rarely deviates from a particular technique for responding to a misunderstanding, even when it is not succeeding. • Students lose attention or don't acknowledge understanding 	

Examples of techniques for scaffolding learning:

- Activating background knowledge
- Asking leading questions
- Breaking the task into smaller parts
- Giving hints or cues with a mnemonic device
- Having students verbalize their thinking processes
- Modeling
- Using cue cards
- Providing visual cues
- Suggesting strategies or procedures
- Using analogies
- Using manipulatives or a hands-on model
- Using "think-alouds"

EMS Instructor II Evaluation Form Completion Guide

D. Monitoring, Assessment and Follow-up

1. Assessments are aligned with learning objectives				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> Consistently aligns all assessments with the learning targets and allows students to demonstrate complex understanding and/or skill related to the learning outcomes 	<ul style="list-style-type: none"> Assessments are consistently aligned with the learning outcomes, allowing students to demonstrate their understanding and/or skill related to the learning outcome 	<ul style="list-style-type: none"> Assessments are not consistently aligned with the learning outcomes, allowing students to demonstrate some understanding and/or skill related to the outcomes 	<ul style="list-style-type: none"> Assessments are not aligned with the learning outcomes and/or do not accurately determine understanding and/or skill related to the learning outcomes 	
2. Uses a variety of methods that are valid and reliable to assess what each learner has learned				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> Consistently requires students to self-assess on a variety of skills and concepts in addition to formative and summative assessments Consistently provides methods for students to articulate personal strengths and needs based on self-assessment Consistently promotes the concept that students assume ownership by setting learning goals 	<ul style="list-style-type: none"> Frequently encourages students to self-assess on a variety of skills and concepts Frequently uses a variety of assessment methods Both formative and summative assessments are frequently used during instruction Frequently provides actionable, timely and individualized feedback about the quality of student work Frequently promotes and teaches students to use feedback to improve their learning 	<ul style="list-style-type: none"> Occasionally assesses learning outcomes appropriately Occasionally includes documentation of student progress Assessment is primarily summative, although formative and informal assessment are used occasionally 	<ul style="list-style-type: none"> Rarely expects students to know what it takes to be successful in the course Only provides one method of assessment (i.e. written examinations) to assess student progress Assessment is used for purpose of grading rather than informing instruction. 	

EMS Instructor II Evaluation Form Completion Guide

3. Provides formative assessment opportunities; Periodically checks for student understanding				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> Consistently uses a variety of effective methods to check for understanding and immediately unscrambles confusion and clarifies 	<ul style="list-style-type: none"> Frequently checks for understanding and gives students helpful information if they seem confused 	<ul style="list-style-type: none"> Uses mediocre methods (e.g. thumbs up, thumbs down, “is everyone with me?”) to check for understanding during instruction 	<ul style="list-style-type: none"> Rarely or never provides formative assessment opportunities during the lesson. 	
4. Uses results of assessment methods to inform decision making for further instruction				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> Consistently uses assessment data to make in-the-moment instructional adjustments, or to inform decision making to modify future lessons and give targeted feedback to individual students 	<ul style="list-style-type: none"> Frequently uses assessment data to make in-the-moment adjustments to instruction, or to inform decision making to modify future lessons and give general feedback to students 	<ul style="list-style-type: none"> Occasionally uses assessment data to modify future lessons 	<ul style="list-style-type: none"> Rarely or never uses assessment data to make instructional adjustments, give feedback to students or modify lessons 	
5. Provides feedback in timely, constructive and positive manner				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> Consistently provides substantive, specific, timely and relevant feedback to students and assists them in understanding their own self-assessments. Consistently assists students in setting learning goals based on the feedback provided 	<ul style="list-style-type: none"> Frequently provides specific, timely and relevant feedback on student progress while maintaining student confidentiality 	<ul style="list-style-type: none"> Occasionally provides students with feedback about their performance however may be inconsistent in timeliness, frequency or relevance 	<ul style="list-style-type: none"> Rarely or never provides students with feedback about their learning Rarely provides feedback that is consistent, frequent or relevant 	

EMS Instructor II Evaluation Form Completion Guide

E. Professional Responsibilities

1. Engages in professional development activities to promote knowledge in EMS education and adult learning				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Maintains an active affiliation with an EMS agency or a hospital role with an EMS interface • Maintains all required licenses and certifications • Maintains EMS instructor II licensure • Consistently seeks continuing education opportunities in both EMS and in adult educational delivery • Participates in EMS research projects or presents at EMS and/or educational seminars • Serves on an EMS committee or organization. • Serves as a guest speaker/liaison/or other activity with area service(s) 	<ul style="list-style-type: none"> • Maintains a semi-active affiliation with an EMS agency or a hospital role with an EMS interface • Serves on an EMS committee or organization. • Maintains all required licenses and certifications • Maintains EMS instructor II licensure • Frequently seeks continuing education opportunities in both EMS and in adult educational delivery 	<ul style="list-style-type: none"> • Maintains a connection with the EMS community through employment with an EMS agency or hospital role with EMS interface, or service on an EMS committee or organization. • Maintains all required licenses and certifications • Maintains EMS instructor II licensure • Occasionally seeks continuing education opportunities in both EMS and in adult educational delivery 	<ul style="list-style-type: none"> • Makes no effort to connect with the appropriate EMS community outside of the educational setting. • Does not maintain all required licenses and certifications • Does not maintain EMS instructor II licensure • Rarely seeks continuing education opportunities in both EMS and in adult educational delivery 	

EMS Instructor II Evaluation Form Completion Guide

2. Displays a model of professionalism that portrays a positive image				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Consistently models professional behavior that EMS students should be expected to emulate. • Consistently provides timely feedback when a student is not demonstrating the professional attributes that are expected of them. • Consistently provides opportunities for students to see how being professional can make a difference. 	<ul style="list-style-type: none"> • Frequently models professional behavior that EMS students should be expected to emulate. • Frequently provides timely feedback when a student is not demonstrating the professional attributes that are expected of them. 	<ul style="list-style-type: none"> • Occasionally models professional behavior that EMS students should be expected to emulate. • Occasionally provides feedback to students who are not demonstrating the professional attributes that are expected of them; however, it may not be timely nor self-initiated. 	<ul style="list-style-type: none"> • Does not portray the professional image that is expected or an EMS professional. • Does not recognize the need to improve professional appearance and/or behaviors in own self. 	
3. Adheres to the policies and procedures outlined by the employing institution and DHS 110				
<i>Accomplished/Innovative</i>	<i>Proficient/Effective</i>	<i>Basic/Developing</i>	<i>Unsatisfactory/Ineffective</i>	<i>NA</i>
<ul style="list-style-type: none"> • Consistently models behaviors that demonstrate adherence to policies and procedures. • Consistently offers timely feedback to others when they are not in compliance with policy and/or procedures. • Consistently demonstrates the ability to assist with and/or develop policy and procedure for use in the classroom. 	<ul style="list-style-type: none"> • Frequently demonstrates knowledge and/or understanding of DHS 110 • Frequently models behaviors that demonstrate adherence to policies and procedures. • Frequently offers timely feedback to others when they are not in compliance with policy and/or procedures. • Frequently assists students in understanding policies and procedures, as well as DHS 110. 	<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of DHS 110 • Occasionally models behaviors that demonstrate adherence to policies and procedures; however, it may not be consistent or happens only when others are watching. • Occasionally offers timely feedback to others when they are not in compliance with policy and/or procedures. 	<ul style="list-style-type: none"> • Lacks knowledge and/or understanding of DHS 110 • Consistently fails to follow policies and/or procedures of the employing institution. OR • Fails to follow rules as set forth in DHS 110. 	