

Apprentice Instructor In Class Evaluation

	Below Expectations	Meets Expectations	Exceeds Expectations
Classroom Management Skills			
Has a lesson plan with introduction, objectives, relevance, activities, and summary.	Fails to have a lesson plan or class plan is incomplete.	Has completed lesson plan.	Has a lesson plan with all sections completed. Lesson plan explains in detail what will be done during class.
A lesson plan template has been provided to all schools. If the apprentice chooses to not fill out the lesson plan form, then any lesson plan should include the following sections: introduction, introductory activity, objectives, purpose, step by step procedures, materials needed, and summary. In addition to being complete, the lesson plan should also be grammatically correct with minimal grammar/spelling errors.			
Introduces class.	No introduction or objectives are given to students; no outline of the class given.	Explains the class topic and what the order of the class will be.	Explains what class topics will be. Explains what the order of the class will be. Ties current learning to previous learning.
Apprentice should plan to do some type of introduction. He/she should probably plan to introduce him/herself to the observer and introduce the topic of the class. The introduction is different from the introductory activity.			
Completes introductory activity.	Begins class without doing anything to prepare or focus students.	Begins with an introductory activity that focuses attention on the material.	Delivers an introductory activity that is interesting and memorable.
Apprentice instructor needs to create an introductory activity that introduces the topic of the class and gets all the class interested in the class topic. It should get the students to "do" something. Some examples would be to brainstorm reasons why texting and driving is a bad thing; act out a traffic stop; use non verbal communication to explain a road sign. This activity should be creative and age appropriate.			
Explains objectives of the class.	Neither explains objectives or gives explanation.	Explains the class objectives.	Explains what the class objectives will be and ties them to previous learning and BTW skills.
Apprentice instructor should explain what the order of the class will be and what objectives will be met before the class begins. Apprentice instructor should probably not read the objectives, but he/she should ensure the class knows what the objectives are. The apprentice should describe what the students will be doing to achieve those objectives.			
Includes varied teaching methods	Uses less than two techniques or only lectures students. Fails to actively engage students in the learning process. Instructor reads directly from PowerPoint slides and makes no further comment or addition to the content. This must be noted in comments section.	Uses 2- 3 techniques such as: <ul style="list-style-type: none"> • lecture • question and answer • audio-visual materials • hands on activities • worksheets • videos • class discussion (These can be materials drawn from the curriculum.)	Uses more than three of creative teaching techniques; instructor uses an especially creative or engaging technique that gets students to think beyond existing parameters.
Apprentice instructors should plan on using at least three different methods when they are teaching. They should be using the PowerPoint which will count as one method. An apprentice can use the materials that are in the curriculum or can develop something of his/her own.			

Apprentice Instructor In Class Evaluation

Summarizes class.	Fails to provide a summary or conclude the class in any way at all.	Summarizes class and insures that students know the major points of the class.	Summarizes the existing class and ties into previous and future class in a way that stimulates higher order thinking.
The potential apprentice should do something to conclude the presentation. He/she should try to summarize the important facts discussed in the lesson. To get an "exceeds" in this category, an apprentice would have to suggest what he/she will be discussing in the next class and how it relates to the current topic.			
Communications Skills			
Displays appropriate nonverbal communication.	Makes minimal eye contact with audience/students. Have mannerisms that detract from the presentation. Reads from notes or PowerPoint.	Makes consistent use of eye contact. Still checks PowerPoint and notes. Displays appropriate mannerisms that do not	Makes consistent eye contact. Familiar enough with materials to not refer to PowerPoint or notes. Nonverbal communication adds to the communication process.
An apprentice should not have any obvious distracting mannerism such as playing with his/her hair, twisting rings or other jewelry, using verbal fillers like "um or ah," or pacing. In addition, the apprentice should maintain eye contact with the class. The apprentice should move round the class naturally and try not to stand in one place.			
Speaks loudly and clearly to be heard everywhere.	Mumbles, speaks too quickly or too quietly. Difficult to hear throughout the classroom.	Speaks clearly. Everyone can clear throughout the classroom.	Uses a clear and articulate voice. Does not read from PowerPoint. Uses voice to stress key components.
Apprentice instructor speaks loudly and clearly enough to be heard across the room and any environmental noise. Apprentice instructor speaks at a reasonable speed.			
	Below Expectations	Meets Expectations	Exceeds Expectations
Maintains enthusiasm.	Shows no interest in the topic presented.	Shows positive feeling about the topic being presented throughout the class.	Shows strong positive feeling about the topic throughout the presentation.
Apprentice instructor needs to display enthusiasm for the topic and for being in front of the class. He/she should not seem bored or disinterested in the topic. He/she also needs to convey the importance of the topic and how it relates to the driving task.			
Displays poise.	Displays obvious tension and nervousness are obvious. Has trouble recovering from mistakes.	Makes some minor mistakes but quickly recovers from them. Displays some nervousness.	Displays relaxed, self confident nature.
Apprentice should not display an overt nervousness. He/she should not stumble over words or miss sections of the presentation. He /she should be comfortable and knowledgeable about the material being presented.			

Apprentice Instructor In Class Evaluation

Knowledge Level			
Demonstrates knowledge and understanding of the content.	Makes more than one significant factual error while teaching. Any significant factual error will be noted in the comments section.	Makes no more than one significant factual error while teaching.	Makes no factual errors while teaching.
Apprentice instructor should not make any errors while teaching. He/she should know all of the material that is being presented.			
Demonstrates knowledge and understanding of the PowerPoint.	Fails to establish or recognize the connections between the slides.	Makes appropriate connections and demonstrates an understanding of the curriculum and its flow.	Demonstrates a high level of knowledge of the PowerPoint. Anticipates the connections between the PowerPoint slides and establishes for students how the slides connect to one another.
In addition to knowing the factual content of the material, the apprentice instructor should also know the classroom content. He/she should know how the animations of each slide works and what the point of each slide is. At the same time, he/she should not be reading the slide or staring at the slide while presenting the information.			