

Interagency Aviation Training (IAT) Instructor Evaluation and Certification

INSTRUCTOR NAME: _____

AGENCY: _____

Initial Certification

Recertification

Requesting Certification to Instruct the Following Modules: _____

1. Pre-course Preparation

A. Creates an Environment Conducive to Learning

Class is posted on IAT web site. Selection of training facility is appropriate to accommodate class size and training objectives. Were instructions regarding pre-course work clear to participants?

Poor ○1 ○2 ○3 ○4 ○5 Excellent

Course materials are available for all participants. Currency requirements are explained if applicable. Logistics are covered (breaks, exits, phones, etc.).

Poor ○1 ○2 ○3 ○4 ○5 Excellent

B. Associate Objectives to Organization and Participant Needs

Researches content to address potential points of confusion or resistance.

Poor ○1 ○2 ○3 ○4 ○5 Excellent

Modifies materials as needed to meet specific needs of organization, participant or situation without compromising original course design.

Poor ○1 ○2 ○3 ○4 ○5 Excellent

2. Course Delivery

A. Selects Delivery Methods

Adapts delivery methods to meet a variety of learning styles. Engages participants through multiple delivery techniques as appropriate to the material, participants and situation.

Poor ○1 ○2 ○3 ○4 ○5 Excellent

Identifies and implements learning activities that are relevant to the course objectives.

Poor ○1 ○2 ○3 ○4 ○5 Excellent

B. Uses Instructional Media

Uses a variety of media to support objectives and enhances or modifies media as appropriate to meet participant needs.

Poor ○1 ○2 ○3 ○4 ○5 Excellent

Makes effective use of personal experiences and helpful examples to facilitate the learning environment.

Poor ○1 ○2 ○3 ○4 ○5 Excellent

3. Credibility and Communications

A. Demonstrates Professional Conduct and Expertise

Demonstrates thorough knowledge of course content by accurately answering questions asked by participants.

Poor ○1 ○2 ○3 ○4 ○5 Excellent

Clearly states course objectives and actively engages each student in the accomplishment of each.

Poor ○1 ○2 ○3 ○4 ○5 Excellent

Provides and elicits feedback from participants for examples of how the knowledge and skills will transfer to their workplace.

Poor ○1 ○2 ○3 ○4 ○5 Excellent

B. Uses Communication and Presentation Skills to Facilitate Learning

Ensures verbal and non-verbal communication is free of bias. Employs purposeful body language to enhance learning. Minimizes distracting trainer behaviors (ex: shaking change in pocket, playing with pen, etc.).

Poor ○1 ○2 ○3 ○4 ○5 Excellent

Interagency Aviation Training (IAT) Instructor Evaluation and Certification

4. Group Facilitation

A. Creates a Participant-Centered Environment

Communicates participant performance objectives as indicated by course design. Obtains input about participant personal objectives and expectations. Reconciles any discrepancies between course objectives and participant expectations.

Poor 01 02 03 04 05 Excellent

Manages pace of the course and activities based on participant needs while ensuring the objectives are being met.

Poor 01 02 03 04 05 Excellent

Handles any participant disruptions as discreetly as possible.

Poor 01 02 03 04 05 Excellent

Gives clear instructions for each exercise and actively participates in discussions with students to enhance learning.

Poor 01 02 03 04 05 Excellent

Uses a variety of questions to challenge participants and encourage class discussion. Gives adequate time for participants to answer.

Poor 01 02 03 04 05 Excellent

B. Addresses Participant Needs for Additional Explanation and Encouragement

Responds to individual needs for clarification of content and feedback. Monitors class progress and asks questions to determine effectiveness.

Poor 01 02 03 04 05 Excellent

C. Motivate and Reinforce Participants

Encourages and matches participant achievement to individual and organizational needs and goals. Uses a variety of reinforcement techniques during training.

Poor 01 02 03 04 05 Excellent

5. Evaluate the Training Effort

A. Evaluate Participant Performance

Summarizes course content and suggests additional training or resources to reinforce learning objectives. Compares participant achievements with learning objectives.

Poor 01 02 03 04 05 Excellent

B. Evaluate Trainer Performance

Evaluates the success of course design including modifications made during delivery. Critique's their preparation for and delivery of content. Evaluates the effectiveness of training to meet course objectives.

Poor 01 02 03 04 05 Excellent

6. Post Course Administrative Requirements

Completes class roster and adds new student profiles as necessary.

Poor 01 02 03 04 05 Excellent

Collects completed student course evaluations (A-111's) and submits via fax or hardcopy mail to OAS-TD within 7 business days.

Poor 01 02 03 04 05 Excellent

The statement below indicates the overall results of the performance of the trainer during the presentation.

I **RECOMMEND** this trainer to instruct the Interagency Aviation Training modules evaluated.

I **DO NOT RECOMMEND** this trainer to instruct the Interagency Aviation Training modules evaluated.

Recommendations/Comments: _____

Evaluator Name: _____

Agency: _____

Evaluator Signature: _____

Date: _____

INTERAGENCY AVIATION TRAINING COMPETENCY STANDARDS FOR INSTRUCTOR EVALUATIONS (USE WITH OAS-105)

Category	5 - Excellent	4 - Superior	3 - Average	2 - Marginal	1 - Poor
1. Pre-course preparation: (A) Creates an Environment Conducive to Learning					
Class is posted on IAT web site. Selection of training facility is appropriate to accommodate class size and training objectives. Were instructions regarding pre-course work clear to participants?	Class is posted on IAT website and students have little to no difficulty registering. Training facility is large enough for the class without being cramped. Lighting, sound, temperature are good. The participants were well informed of the pre-course work and class expectations.		Class may be posted on IAT website, but not all students were informed to pre-register on it. Training facility is adequate. Some participants may not have been informed about pre-course work or class expectations.		Course is not posted on the IAT website. Registration process is unclear to participants. Training facility distracts from learning due to excessive noise, inadequate lighting, uncomfortable temperature or frequent interruptions. Participants were not informed of pre-course work or class expectations.
Course materials are available for all participants. Currency requirements are explained if applicable. Logistics are covered (breaks, exits, phones, etc.).	Adequate number of clearly printed participant guides, cards and handouts are available for all participants. Currency requirements and module equivalency are addressed. Adequate time is scheduled for the course to be completed in its entirety. Breaks, facilities, exits, emergency procedures, and cell-phone use are addressed.		Course materials are available, but there may not be enough for everyone to take for reference later. Most logistics are covered.		Handouts, guides, and/or cards are not available for participants. Currency and equivalency is not addressed. Course is cut short due to inadequate planning. Logistics are not discussed.
1. Pre-course preparation: (B) Associate Objectives to Organization and Participant Needs					

INTERAGENCY AVIATION TRAINING COMPETENCY STANDARDS FOR INSTRUCTOR EVALUATIONS (USE WITH OAS-105)

Category	5 - Excellent	4 - Superior	3 - Average	2 - Marginal	1 - Poor
Researches content to address potential points of confusion or resistance.	Course and unit objectives are covered and instructor frequently references the handouts/guides to reinforce learning objectives. Researches local policy and plans to identify areas of conflict or need for clarification. Researches SAFECOM database for incidents related to areas that need reinforcement.		Course objectives are mentioned. Uses the handouts and guides when prompted by the slides. Addresses policy conflicts when questions are asked by participants.		Objectives for the course and/or unit are not addressed. Handouts and guides are not referenced at all. No research is done.
Modifies materials as needed to meet specific needs of organization, participant or situation without compromising original course design.	Identifies additional needs of the organization and/or participant and modifies content accordingly without compromising the course.		Adjusts or modifies content when prompted by a question from participants.		Does not adjust or modify content accordingly to meet specific requested needs of the organization and/or participant.
2. Course delivery: (A) Selects Delivery Methods					
Adapts delivery methods to meet a variety of learning styles. Engages participants through multiple delivery techniques as appropriate to the material, participants and situation.	Recognizes the need for and adapts delivery methods to effectively meet the need of different learning styles. Utilizes a variety of delivery techniques (such as lecture, activities, demonstration or discussion) to engage participants appropriately to the material and situation.		Adapts delivery methods on some occasions to meet the needs of the class. Utilizes some activities to engage participants.		Lacks situational awareness for the learning styles and needs of the class. Uses only lecture and does not engage participants.

INTERAGENCY AVIATION TRAINING COMPETENCY STANDARDS FOR INSTRUCTOR EVALUATIONS (USE WITH OAS-105)

Category	5 - Excellent	4 - Superior	3 - Average	2 - Marginal	1 - Poor
Identifies and implements learning activities that are relevant to the course objectives.	Effectively engages participants in group and individual activities ensuring their progress toward the stated course/unit objectives.		Engages participants as prompted by the instructor guide in exercises.		Uses only the slide show and does not engage participants in activities.
2. Course delivery: (B) Uses Instructional Media					
Uses a variety of media to support objectives and enhances or modifies media as appropriate to meet participant needs.	Effectively selects and uses various media (manuals, presentation, handouts, flip charts, hands-on demonstrations) to engage learners at well-timed points in learning process. Uses media skillfully and efficiently, moving smoothly from one medium to the next. Is well prepared with alternative activities or media that meets instructional objectives if technical difficulties arise.		Uses media but does not have a back-up plan when technical difficulties arise.		Fails to use media or uses it in a distracting way.
Makes effective use of personal experiences and helpful examples to facilitate the learning environment.	Effectively relates relevant personal experiences to enhance the learning objective without being overly wordy.		Relates personal experiences that are lengthy but are relevant to course content.		Relates stories that are offensive or not related to course content.
3. Credibility and Communications: (A) Demonstrates Professional Conduct and Expertise					

INTERAGENCY AVIATION TRAINING COMPETENCY STANDARDS FOR INSTRUCTOR EVALUATIONS (USE WITH OAS-105)

Category	5 - Excellent	4 - Superior	3 - Average	2 - Marginal	1 - Poor
<p>Demonstrates thorough knowledge of course content by accurately answering questions asked by participants.</p>	<p>Demonstrates a sound understanding of the course content and articulates concepts clearly and accurately. Draws on professional experience to illustrate points and is able to respond to complex questions.</p>		<p>Demonstrates a general understanding of the concepts and course content, and is somewhat familiar with where to locate answers when questions arise. Instructor has some, but not an extensive background or base or knowledge to illustrate points with experience-based examples.</p>		<p>Instructor does not possess an adequate understanding of the concepts and course content, has difficulty responding accurately to simple questions, and appears to lack confidence in the instructor role or the experience and background to illustrate points. He/she is unable to locate answers in policy documents or operational guides and handbooks when questions are posed by the students.</p>
<p>Clearly states course objectives and actively engage each student in the accomplishment of each.</p>	<p>Instructor is able to clearly describe unit objectives and measures of successful learning. Ensures course delivery and interactive activities maximize the students' ability to meet or exceed objectives. Instructor continuously perceives the progress of individual students through frequent interaction and modifies pace and approach as needed.</p>		<p>Instructor briefly lists learning objectives and maintains a basic or general perception of whether learning is occurring. Much of the course content is presented through one-way delivery with only occasional interaction to ascertain whether concepts are understood.</p>		<p>Instructor fails to clearly articulate learning objectives at the outset of the presentation leaving students unclear about expectations and how to measure success. Does not engage with students or ask questions to ensure concepts of delivery are understood or information is retained.</p>

INTERAGENCY AVIATION TRAINING COMPETENCY STANDARDS FOR INSTRUCTOR EVALUATIONS (USE WITH OAS-105)

Category	5 - Excellent	4 - Superior	3 - Average	2 - Marginal	1 - Poor
Provides and elicits feedback from participants for examples of how the knowledge and skills will transfer to their workplace.	Facilitates the progression of learning from understanding to correlation and application so that students express how they intend to apply the acquired knowledge to their jobs at the conclusion of the class.		The Instructor provides examples of how some of the concepts of the course might apply to the daily work or tasks of the job that many of the students are likely to encounter. Some students might complete the class with some level of uncertainty as to how to apply the knowledge gained from the course.		The students acquire a basic understanding of the concepts presented, but are generally unsure of how they pertain to their jobs or how to apply what they have learned. The instructor provides very few opportunities, if any, for the students to describe or discuss how they can apply the concepts that were presented.
3. Credibility and Communications: (B) Uses Communication and Presentation Skills to Facilitate Learning					
Ensures verbal and non-verbal communication is free of bias. Employs purposeful body language to enhance learning. Minimizes distracting trainer behaviors (ex: shaking change in pocket, playing with pen, etc.)	Creates an atmosphere of mutual respect and confidence. Demonstrates exceptional open-mindedness and flexibility, and is supportive of the participants. Uses body language and appropriate pauses to extend and enhance communication.		Communicates respectfully. Uses body language and appropriate pauses to communicate effectively, but occasionally displays minor distracting trainer behaviors.		Lacks basic language skills. Body language and pauses interfere with communication. Makes inappropriate or offensive comments or gestures. Distracting trainer behaviors affect the learning environment.
4. Group Facilitation: (A) Create a Participant-Centered Environment					
Communicates participant performance objectives as indicated by course design. Obtains input about participant personal objectives and	Effectively identifies the performance objectives of the participant. Solicits input from participants for their personal objectives and		Identifies performance objectives of the participant and seldom checks back to ensure they are being met.		Fails to identify performance objectives for participants. Does not solicit input for participant personal objectives or

INTERAGENCY AVIATION TRAINING COMPETENCY STANDARDS FOR INSTRUCTOR EVALUATIONS (USE WITH OAS-105)

Category	5 - Excellent	4 - Superior	3 - Average	2 - Marginal	1 - Poor
expectations. Reconciles any discrepancies between course objectives and participant expectations.	expectations and checks back frequently to ensure they are being met.				expectations.
Manages pace of the course and activities based on participant needs while ensuring the objectives are being met.	Pace of the course is constantly adjusted based on participant needs. Objectives are thoroughly covered and achieved.		Pace of the course may be adjusted based on need. Objectives are met.		Pace of the course is too slow or too fast and is based on instructor's need to maintain a timeline.
Handles any participant disruptions as discreetly as possible.	Disruptions are handled professionally and the rest of the participants are unaffected by the process.		Handles participant disruptions quickly, however class may be affected.		Lacks professionalism when handling participant disruptions.
Gives clear instructions for each exercise and actively participates in discussions with students to enhance learning.	Clear and concise instructions are given for each exercise. Engages in effective discussions during activities to further enhance the learning objective.		Instructions are given for exercises. Engages in discussions with some participants.		Instructions are not clear or are not given for exercises. Lack of engagement or discussions.
Uses a variety of questions to challenge participants and encourage class discussion. Gives adequate time for participants to answer.	Effectively asks a variety of questions and implements various questioning techniques to all of the participants to build confidence and promote good discussion. Listens attentively and rephrases or repeats questions as needed. Creates an environment that encourages participants to initiate		Asks questions of participants. Occasionally rephrases or repeats some questions. Participants initiate questions and comments but it is not encouraged.		Fails to ask questions, or asks questions that are vague or irrelevant to course content. Pays little or no attention to responses or comments from participants. Discourages participants from asking questions.

INTERAGENCY AVIATION TRAINING COMPETENCY STANDARDS FOR INSTRUCTOR EVALUATIONS (USE WITH OAS-105)

Category	5 - Excellent	4 - Superior	3 - Average	2 - Marginal	1 - Poor
	questions and comments.				
4. Group Facilitation: (B) Addresses Participant Needs for Additional Explanation and Encouragement					
Responds to individual needs for clarification of content and feedback. Monitors class progress and asks questions to determine effectiveness.	Effectively provides an opportunity for participants to initiate questions and validates the need for clarification of content. Frequently checks back with class to determine progress of achieving objectives.		Allows questions but doesn't seem to encourage them. Checks with class occasionally to determine progress.		Fails to identify the need of individuals for clarification or feedback. Lacks awareness of class progress.
4. Group Facilitation: (C) Motivate and Reinforce Participants					
Encourages and matches participant achievement to individual and organizational needs and goals. Uses a variety of reinforcement techniques during training.	Effectively correlates the learning objective to participant and organizational needs. Plans for and facilitates group dynamics in a positive way, including encouraging interactions of individual participants to work with and learn from each other to attain the learning objectives.		Relates the learning objective to organizational needs. Most of the individual needs are met. Uses some reinforcement techniques during training.		Discourages participant achievement or is unable to correlate individual or organizational needs to course content.
5. Evaluate the Training Effort: (A) Evaluate Participant Performance					

INTERAGENCY AVIATION TRAINING COMPETENCY STANDARDS FOR INSTRUCTOR EVALUATIONS (USE WITH OAS-105)

Category	5 - Excellent	4 - Superior	3 - Average	2 - Marginal	1 - Poor
Summarizes course content and suggests additional training or resources to reinforce learning objectives. Compares participant achievements with learning objectives.	Effectively summarizes the course and provides suggestions for further training and development to enhance learning objectives. Solicits feedback from participants to determine successful accomplishment of learning objectives.		Summarizes course content and asks for feedback on the course delivery.		Fails to summarize course content or offer additional resources for further development. Fails to determine participant achievement of learning objectives.
5. Evaluate the Training Effort: (B) Evaluate Trainer Performance					
Evaluates the success of course design including modifications made during delivery. Critique's their preparation for and delivery of content. Evaluates the effectiveness of training to meet course objectives.	Evaluates the effectiveness of the training to meet the learning objectives. Uses the evaluation results to adjust and improve individual performance in the next training event. Document any recommended revisions and changes to existing materials and suggestions for new activities as appropriate to OAS-TD.		Critiques individual performance for delivery and reviews evaluation results.		Lacks situational awareness related to course effectiveness and individual performance.
6. Post Course Administrative Requirements					
Completes class roster and adds new student profiles as necessary.	Class roster is completed immediately upon conclusion of course, course is closed out and new profiles created as necessary. Participants have no difficulty accessing their		Class roster is completed and course is closed within 7 days of course completion. New profiles created as necessary. Participants are delayed with accessing their		Class is not closed and roster is not completed. New profiles are not created when necessary. Participants are not able to access their certificates.

INTERAGENCY AVIATION TRAINING COMPETENCY STANDARDS FOR INSTRUCTOR EVALUATIONS (USE WITH OAS-105)

Category	5 - Excellent	4 - Superior	3 - Average	2 - Marginal	1 - Poor
	certificates.		certificates no longer than 7 days.		
<p>Collects completed student course evaluations (A-111's) and submits via fax or hardcopy mail to OAS-TD within 7 business days.</p>	<p>Quality copies of the A-111 are printed and students are provided sufficient time to complete evaluations. Evaluations are mailed to OAS-TD within 48 hours of course completion.</p>		<p>Copies of the A-111 are provided to participants at the conclusion of the course and requested to complete. Evaluations are mailed to OAS-TD within 7 days of course completion.</p>		<p>A-111's course evaluations are not printed out and provided to participants.</p>