



# Instructor Candidate Assessment Outline

## Theory Presentation

Candidate:  
Lesson Topic:

Date:  
Instructor Trainer:

	<b>Unacceptable</b>	<b>Weak</b>	<b>Satisfactory</b>	<b>Excellent</b>
Appropriate location set-up.	1	2	3	4
Organization and use of lesson aids.	1	2	3	4
<b>Introduction:</b> Opening topic and directions clear and concise.	1	2	3	4
Voice clear and deliberate.	1	2	3	4
Speaks with authority.	1	2	3	4
<b>Engagement</b> of the participant.	1	2	3	4
Pacing is purposeful and appropriate.	1	2	3	4
Topic coverage is appropriate.	1	2	3	4
<b>Summary:</b> Concluding comments clear and concise.	1	2	3	4
Started and stopped on time.	1	2	3	4

Comments:

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# Typical Guidelines for Theory Presentation

## Choice of an appropriate location

The location must accommodate the lesson aids. Consideration for environmental factors must be evident.

## Group organization

Set the group up so that everyone can hear and see the instructor as well as move around to interact with the lesson aids and each other. Consideration for environmental factors must be evident. Considerations for distractions must be evident and ensure the group's attention to the activity.

## **Introduction:** Opening topic and directions clear and concise

Instructor introduces themselves with information pertinent to the lesson. Explains the nature and extent of the lesson being presented.

## Voice clear and deliberate

The candidate's voice must carry clearly to the back of the group and should vary in tone and be expressive. Effort should be made to use proper grammar and coherent sentences. Slang and colloquialisms should be used only as necessary.

## Speaks with authority

The instructor should have a depth of knowledge that permits comfortable and easy expression. Effort should be made to avoid unnecessary detail or anecdotes.

## **Engagement of the participant**

The audience should be engaged with the lesson. They should be provided the opportunity to be an active part of the lesson, share, ask questions with one another and the instructor.

## Pacing is purposeful and appropriate

Lesson content should flow from a logical beginning to a definite end. All important aspects of the topic should be given appropriate time and emphasis.

## Use of lesson aids

Purposeful use of whiteboards. Hand-out materials, demonstration goods or other lesson aids should enhance the lesson. Effort should be made to use lesson aids where appropriate. Caution must be taken to avoid having lesson aids become a detriment to the lesson.

## Topic coverage

Topic material must be covered adequately. Great care must be taken to choose the lesson content to suit the skill and understanding level of the audience and the overall context of the course. Too much content is also harmful to the quality of the lesson.

## **Summary:** Concluding comments clear and concise

The lesson must be concluded with a summary or other appropriate closing comments. Opportunities for further study or practice can be introduced at this time.

## Start and end on time

The lesson must start and end on time. The overall length of the lesson is of particular importance so lessons significantly over time (for example, 5-10 minutes) will be ended by the evaluator.