

Evaluation Form for In-Person Training Content (2019-v1)

Assign a value for each item based on the descriptive categories included.

Values should be assigned in accordance with this scale:

0	1	2	3
Did not do/ Unacceptable	Marginal	Acceptable	Best Practices

**LESSON CONTENT**

**A. General Requirements**

- \_\_\_ 1. Materials are written in a semi-manuscript format.
- \_\_\_ 2. Outline format is consistent throughout the course document.
- \_\_\_ 3. Instructor and participant lesson plans are included.
- \_\_\_ 4. Grammar, spelling, and punctuation are correct.
- \_\_\_ 5. Plan indicates a time frame for the completion of each segment.
- \_\_\_ 6. Sufficient questions are included to check participant understanding.
- \_\_\_ 7. Training aids are scheduled at the appropriate time.
- \_\_\_ 8. Lesson plan schedules a variety of training aids.
- \_\_\_ 9. Copies of the training aids are included in the lesson plan package.
- \_\_\_ 10. Exercises & demonstration information are clearly written and included in the instructor notes section.
- \_\_\_ 11. **Participant/instructor ratios are included and are safe.\***
- \_\_\_ 12. Course schedule and agenda are included.
- \_\_\_ 13. Target audience is specified.
- \_\_\_ 14. **Content is free from discriminatory examples, terminology, and negative stereotyping.\***

**B. Objectives/References**

- \_\_\_ 1. Lesson content includes a clearly articulated instructional goal.
- \_\_\_ 2. At least 3 current references are used in the lesson content.
- \_\_\_ 3. References are cited correctly using the APA, Turabian or Chicago style.
- \_\_\_ 4. Training objectives/outcomes are clearly written and are measurable.
- \_\_\_ 5. Competencies and course requirements are clearly established.
- \_\_\_ 6. Course credit hours are indicated and practical.
- \_\_\_ 7. **Copyright compliance is demonstrated.**

**C. Introduction**

- \_\_\_ 1. Lesson opening includes an instructor introduction and background information.
- \_\_\_ 2. Lesson opening includes an appropriate "attention-getter."
- \_\_\_ 3. Introduction shows the relationship of this topical subject to other subjects already

presented and/or subjects to be taught in the future.

- \_\_\_ 4. Introduction is interesting and appropriate.
- \_\_\_ 5. Lesson content explains the importance of this topic and how it will be applied to the participant's jobs.
- \_\_\_ 6. Introductory overview of what will be covered is included.

**D. Body**

- \_\_\_ 1. **Information presented in the lesson content is correct and complies with best practices in the topic area.\***
- \_\_\_ 2. Lesson content includes essential information that supports each of the objectives/outcomes.
- \_\_\_ 3. Lesson content includes teaching techniques that will stimulate participation and facilitate learning.
- \_\_\_ 4. Lesson content includes procedural notes to specify teaching strategies.
- \_\_\_ 5. Time been allowed for participants to ask questions and to be actively engaged.

**E. Lesson Conclusion**

- \_\_\_ 1. Summary briefly restates key points/objectives.
- \_\_\_ 2. Participants are given an opportunity to ask final and/or follow-up questions.
- \_\_\_ 3. Closing statement ends the class on a strong motivational note.
- \_\_\_ 4. Endnotes/references included and correctly cited.

**F. Testing**

- \_\_\_ 1. Evaluation materials and grading criteria are included.
- \_\_\_ 2. Test is comprehensive.
- \_\_\_ 3. Practical skills tests are included.
- \_\_\_ 4. Pre-test is included.

**G. Course Evaluation/Closing**

- \_\_\_ 1. Roster is prepared/provided for the course offering and forwarded to POST if requested.
- \_\_\_ 2. Participants are given an opportunity to evaluate the training.
- \_\_\_ 3. Certificates are awarded to participants.
- \_\_\_ 4. All course records are archived for 30 years.

\_\_\_\_\_ **Total Points Scored**  
**(Passing Score = 88 points)**

**\*Automatic Failure for non-compliance**

## IN-PERSON LESSON CONTENT EVALUATION CRITERIA

Course \_\_\_\_\_

Course # \_\_\_\_\_

Date \_\_\_\_\_

### I. Lesson Content

Performance Factors	Guidelines for Performance Ratings
<p><b>A. General Requirements</b></p> <ol style="list-style-type: none"> <li>1. Materials are written in a semi-manuscript format.</li> <li>2. Outline format is consistent throughout the course document.</li> <li>3. Instructor and participant lesson plans included.</li> <li>4. Grammar, spelling, and punctuation are correct.</li> <li>5. Plan indicates a time frame for the completion of each segment.</li> <li>6. Sufficient questions are included to check participant understanding.</li> <li>7. Training aids scheduled at the appropriate time.</li> <li>8. Lesson plan schedules a variety of types of training aids.</li> <li>9. Copies of the training aids included in the lesson plan package.</li> <li>10. Exercises &amp; demonstration information clearly written and included in the instructor notes section.</li> <li>11. <b>Participant/instructor ratios included and are safe. *</b></li> <li>12. Course schedule and agenda are included.</li> <li>13. Target audience is specified.</li> <li>14. <b>Content is free from discriminatory examples, terminology, and negative stereotyping. *</b></li> </ol> <p><b>*Automatic Failure for non-compliance.</b></p>	<p><b>A. General Requirements</b></p> <p><b>0 = Unacceptable</b></p> <ol style="list-style-type: none"> <li>1. Fails to meet the complete requirements.</li> <li>2. Lesson plan outline is not formatted correctly. Fails to consistently follow format guidelines.</li> <li>3. No lesson content materials are included; detailed information not provided.</li> <li>4. Grammatical and spelling errors are extreme and unprofessional.</li> <li>5. Lesson content does not include a time frame for the completion of each segment.</li> <li>6. Participant questioning techniques not included in lesson content.</li> <li>7. No training aids are included in the lesson content.</li> <li>8. Course has no training aids.</li> <li>9. Copies of training aids absent.</li> <li>10. Demonstration/practical exercise information not written in lesson content.</li> <li>11. No participant/instructor ratios indicated.</li> <li>12. Neither a course schedule nor agenda was included.</li> <li>13. No target audience is specified.</li> <li>14. Content contains discriminatory examples, terminology or negative stereotyping (e.g., cultural, racial, gender).</li> </ol> <p><b>1 = Marginal</b></p> <ol style="list-style-type: none"> <li>1. Barely meets minimum standards; course material contains some bullets of information, but not supported with detailed information.</li> <li>2. Does not consistently follow format guidelines throughout.</li> <li>3. Only participant lesson materials included.</li> <li>4. Numerous spelling and grammatical errors.</li> <li>5. Some segments of the lesson content include a time frame for completion.</li> <li>6. Few opportunities for participant questions built into course material.</li> <li>7. Training aids not placed in lesson content in the appropriate places.</li> <li>8. The training aids are minimal with little to no variety.</li> <li>9. Copies of training aids are not easily available for review.</li> <li>10. Exercise/demonstration information barely explained.</li> <li>11. Instructor/participant ratios relating to the type/structure of course are included but not explained.</li> <li>12. An outline of a course schedule was included but may not be appropriate for the course.</li> <li>13. A target audience is listed and/or mentioned.</li> <li>14. Content infers some disparaging discriminatory terminology or negative stereotyping.</li> </ol>

**2 = Acceptable**

1. Lesson content written clearly in detailed outline format.
2. Utilized a consistent outline format throughout the course material.
3. Only instructor lesson plan included.
4. Few, if any grammatical or spelling errors present.
5. Majority of the segments of the lesson content include a time frame for completion.
6. Some participant questions are included in the course material.
7. Training aids are placed in the lesson content and majority are in the correct location.
8. Some training aids are varied and appropriate for lesson.
9. Most of the training aids are available for review.
10. Exercise/demonstration information clearly outlined.
11. Participant/instructor ratios are included and relevant for course type/structure, i.e. lecture format vs. hands on dynamic training. Participant safety measures are included but not addressed in detail.
12. Course schedule included.
13. Target audience is specified with a brief description.
14. Content does not contain disparaging discriminatory terminology or negative stereotyping examples. (e.g. cultural, racial, gender)

**3 = Best Practices**

1. Lesson content exceptionally written with sufficient detailed information similar to a textbook. Material is written in sufficient detail for someone other than the author to instruct, unless otherwise indicated by provider.
2. Utilized outline format consistently throughout the course material. Exceptionally detailed outline.
3. Both instructor and participant lesson plans are clearly written from a command knowledge perspective.
4. No grammatical or spelling errors.
5. All of the segments of the lesson content include a time frame for completion.
6. Participant questions that will reinforce training are numerous and engaging.
7. All training aids are placed in logical places and are organized throughout the course.
8. Training aids are appropriate for the subject, abundant and enhance the participant's learning experience, i.e. PowerPoint presentations, videos, student handouts, training manuals, etc.
9. All training aids are accessible and easily acquired for review.
10. Exercise/demonstration information detailed and easy to replicate.
11. Participant/instructor ratios are included, justified and relevant for the course type/structure. Participant safety guidelines are sufficiently detailed when necessary, i.e. lecture format vs. firearms training or hands on dynamic training courses. All necessary safety guidelines are thoroughly addressed.
12. Detailed course schedule and agenda outlining participant expectations included.
13. Target audience is specified with an explanation..

	14. Content is free from discriminatory examples, terminology, and negative stereotyping (e.g., cultural, racial, gender) and is written in a professional manner with the appropriate degree of sensitivity.
<b>B. Objectives/References</b>	<b>B. Objectives/References</b>
<ol style="list-style-type: none"> <li>1. Lesson content includes a clearly articulated instructional goal.</li> <li>2. At least <b>3</b> current references are used in the lesson content. (Three years – present)</li> <li>3. References are cited correctly using the APA, Turabian or Chicago style.</li> <li>4. Training objectives/outcomes are clearly written (action, condition and standard) and are measurable.</li> <li>5. Competencies and course requirements are clearly established.</li> <li>6. Course credit hours are indicated and practical.</li> <li>7. <b>Copyright compliance is demonstrated.</b></li> </ol>	<p><b>0 = Unacceptable</b></p> <ol style="list-style-type: none"> <li>1. Fails to meet the complete requirements; no overall instructional goals included.</li> <li>2. Less than three current references listed; references are aged.</li> <li>3. Specific citing format not followed; references not cited correctly.</li> <li>4. Objectives not written clearly.</li> <li>5. Information missing; competencies not listed. No grading criteria established.</li> <li>6. No class hours for credit indicated.</li> <li>7. Training materials appear to be plagiarized and/or no documented sources provided.</li> </ol> <p><b>1 = Marginal</b></p> <ol style="list-style-type: none"> <li>1. Provided instructional goals barely meets minimum standards.</li> <li>2. Some references are not current.</li> <li>3. References listed but not all cited correctly.</li> <li>4. Objectives included but need minor correcting.</li> <li>5. Most of the required information is included; course competencies are listed but are weak.</li> <li>6. Class credit hours do not reflect the presented curriculum.</li> <li>7. Training content is not documented or sourced correctly; cited sources have misplaced quotation marks or citations, or sparse referencing.</li> </ol> <p><b>2 = Acceptable</b></p> <ol style="list-style-type: none"> <li>1. Includes overall instructional goal(s).</li> <li>2. All references are current.</li> <li>3. Majority of the references are cited correctly.</li> <li>4. Objectives include an action, condition and standard.</li> <li>5. Information on course checklist is complete; course competencies are included and are practical.</li> <li>6. Class credit hours are listed and are practical.</li> <li>7. Training materials are cited correctly with no evidence of plagiarism. Most of the course materials are appropriately cited throughout and accompanying reference information provided to include photos, videos, handouts, etc.</li> </ol> <p><b>3 = Best Practices</b></p> <ol style="list-style-type: none"> <li>1. The instructional goal(s) are clearly stated.</li> <li>2. All references reflect the most current literature review.</li> <li>3. All references are cited correctly.</li> <li>4. Objectives include all three parts; are measurable and attainable and challenge students at higher levels of learning according to Bloom’s taxonomy.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Course competencies are detailed and define what the expected applied skills/knowledge is for the participant. A pass/fail criteria and/or minimum score is indicated for quizzes, examinations and/or practical exercises.</li> <li>6. Credit hours reflect competencies and total training experience.</li> <li>7. Copyright compliance demonstrated with written permission for use from appropriate resources/individuals. All course materials are appropriately cited throughout and accompanying reference information provided to include photos, videos, handouts, etc. References can be verified.</li> </ol>
<p><b>C. Introduction</b></p>	<p><b>C. Introduction</b></p>
<ol style="list-style-type: none"> <li>1. Lesson opening includes an instructor introduction and background information.</li> <li>2. Lesson opening includes an appropriate “attention-getter.”</li> <li>3. Introduction shows the relationship of this topical subject to other subjects already presented and/or subjects to be taught in the future.</li> <li>4. Introduction is interesting and appropriate.</li> <li>5. Lesson content explains the importance of this topic and how it will be applied to the participant’s job.</li> <li>6. Introductory overview of what will be covered is included.</li> </ol>	<p><b>0 = Unacceptable</b></p> <ol style="list-style-type: none"> <li>1. Fails to meet the complete requirements, no background information included.</li> <li>2. Ineffective or no attention getter.</li> <li>3. Topic not shown to be relevant to others.</li> <li>4. Introduction is not included.</li> <li>5. No reasons provided for training.</li> <li>6. Introductory overview is not included.</li> </ol> <p><b>1 = Marginal</b></p> <ol style="list-style-type: none"> <li>1. Barely meets minimum requirements; instructor background only noted.</li> <li>2. Attention getter included but not totally effective.</li> <li>3. Minimal tie-in to other instructional blocks or related topics.</li> <li>4. Introduction somewhat boring.</li> <li>5. Unattractive visually; token response to the “reasons for training” section.</li> <li>6. Introductory overview included but is lacking sufficient information.</li> </ol> <p><b>2 = Acceptable</b></p> <ol style="list-style-type: none"> <li>1. Meets the requirements; introductory parts clearly and concisely written; instructor background information includes pertinent information.</li> <li>2. Attention getter is effective and well-conceived.</li> <li>3. Instructor clearly ties this lesson with others the participant has taken or will be exposed to.</li> <li>4. Lesson introduction is interesting, timely and relevant.</li> <li>5. The “reasons for training” section briefly justifies the training need.</li> <li>6. Introductory overview includes sufficient information.</li> </ol> <p><b>3 = Best Practices</b></p> <ol style="list-style-type: none"> <li>1. Introductory parts clearly written with a keen attention to detail; instructor information highlights instructor expertise.</li> <li>2. Attention getter is creative, noteworthy, and appropriate.</li> <li>3. Relationship with this lesson and others obvious by the detailed description provided.</li> <li>4. Energetic opening appealing and invigorating for the participants.</li> </ol>

	<p>5. The “reasons for training” section clearly demonstrates a detailed explanation of the importance of this block to the participant ensuring the materials can be applied to a participant’s position/duties/responsibilities.</p> <p>6. Introductory overview is organized, complete and interesting.</p>
<p><b>D. Body</b></p>	<p><b>D. Body</b></p>
<p>1. <b>Information presented in the lesson content is correct and complies with best practices in the topic area. *</b></p> <p>2. Lesson content includes essential information that supports each of the objectives/outcomes.</p> <p>3. Lesson content includes teaching techniques that will stimulate participation and facilitate learning.</p> <p>4. Lesson content includes procedural notes to specify teaching strategies.</p> <p>5. Time has been allowed for participants to ask questions and to be actively engaged.</p> <p><b>*Material is not acceptable if it does not meet normal &amp; standard operating procedures.</b></p>	<p><b>0 = Unacceptable</b></p> <p>1. Lesson content fails to meet the requirements; information provided in lesson content is not correct and/or is not current, unsafe or inappropriate.</p> <p>2. Lesson content fails to adequately support objectives.</p> <p>3. Participation is not built into the lesson plan.</p> <p>4. Teaching strategies are not or sparsely included in the lesson content.</p> <p>5. Participants are not given an opportunity for spontaneous questions.</p> <p><b>1 = Marginal</b></p> <p>1. Lesson content barely meets requirements; some concepts/procedures in course are not correct and/or not in line with standard criminal justice, law enforcement practices and/or course referenced materials.</p> <p>2. Objective materials sparsely support the objectives.</p> <p>3. Participation activities/questions are minimal.</p> <p>4. Procedural notes are meager and not well placed.</p> <p>5. Participant question/activity time is not clearly indicated.</p> <p><b>2 = Acceptable</b></p> <p>1. Lesson content is documented, current and correct.</p> <p>2. Material to support objectives readily apparent.</p> <p>3. Participation clearly indicated.</p> <p>4. Instructor notes are accurate and easily understood.</p> <p>5. Time has clearly been appropriated for participant questioning/activities.</p> <p><b>3 = Best Practices</b></p> <p>1. Material in lesson content is concisely written and well documented with appropriate current references. Lesson content complies with standard criminal justice, law enforcement practices and/or course referenced materials.</p> <p>2. Participant objective materials detailed and clearly emphasized.</p> <p>3. Questions, demonstrations, and practical exercises noticeably involve participants in the presentation.</p> <p>4. All instructor procedural notes are detailed and can be easily followed by other instructors teaching this lesson.</p> <p>5. Students have ample time to actively participate in block of instruction.</p>

<p><b>E. Conclusion</b></p> <ol style="list-style-type: none"> <li>1. Summary briefly restates key points/objectives.</li> <li>2. Participants are given an opportunity to ask final and follow-up questions.</li> <li>3. Closing statement ends the class on a strong motivational note.</li> <li>4. Endnotes/references are included and correctly cited.</li> </ol>	<p><b>E. Conclusion</b></p> <p><b>0 = Unacceptable</b></p> <ol style="list-style-type: none"> <li>1. Fails to meet the complete requirements; summary does not restate key points from lesson.</li> <li>2. Participants are not given an opportunity to ask final questions.</li> <li>3. Closing statement is not positive.</li> <li>4. Endnotes/references are not included nor cited correctly.</li> </ol> <p><b>1 = Marginal</b></p> <ol style="list-style-type: none"> <li>1. Barely meets minimum requirements; summary does not adequately cover objectives or key points.</li> <li>2. Participants are barely given time to ask final questions.</li> <li>3. Closing statement is physically present, but weak.</li> <li>4. Endnotes/references are sparsely included, but not all cited correctly.</li> </ol> <p><b>2 = Acceptable</b></p> <ol style="list-style-type: none"> <li>1. Conclusion written in an acceptable manner; summary covers key points/objectives.</li> <li>2. Participants are given limited opportunity to ask final questions.</li> <li>3. Closing statement is included and effective.</li> <li>4. Endnotes/references are present, and cited correctly.</li> </ol> <p><b>3 = Best Practices</b></p> <ol style="list-style-type: none"> <li>1. Conclusion is clearly exemplary; all parts written with an attention to detail; objectives and key points are restated in a manner for the participant to easily see the importance of the block of instruction and reinforce key learning objectives.</li> <li>2. Sufficient time is allowed for several final questions.</li> <li>3. Closing statement motivates participant to learn more and/or to apply knowledge gained from this block to immediate work performance.</li> <li>4. Endnotes/references are clearly discernable, relevant, and accurately recorded.</li> </ol>
<p><b>F. Testing</b></p> <ol style="list-style-type: none"> <li>1. Evaluation materials and grading criteria are included.</li> <li>2. Test is comprehensive.</li> <li>3. Practical skills tests are included.</li> <li>4. Pre-test is included.</li> </ol>	<p><b>F. Testing</b></p> <p><b>0 = Unacceptable</b></p> <ol style="list-style-type: none"> <li>1. Fails to include any tools/evaluative measures to check participant understanding.</li> <li>2. Fails to include any tests to check participant understanding.</li> <li>3. Fails to include any practical skills tests.</li> <li>4. Fails to include a pre-test to check participant knowledge.</li> </ol> <p><b>1 = Marginal</b></p> <ol style="list-style-type: none"> <li>1. Tests are included, but acceptable grading criteria not included.</li> <li>2. Tests are included, but only measure participant recall.</li> <li>3. Practical skills tests included with insufficient grading criteria; participant competencies are not sufficiently measured.</li> <li>4. Pre-test included but is brief and only measures basic introductory concepts.</li> </ol>

**2 = Acceptable**

- 1. Tests are included; acceptable grading criteria included.
- 2. Tests are included and measure participant understanding of the objectives.
- 3. Practical skills tests adequately measure participant competencies.
- 4. Pre-test included and measures participant understanding of course materials.

**3 = Best Practices**

- 1. Detailed test instruments are included; grading criteria is appropriate for subject matter and aligns with best practices for topic area.
- 2. Tests measure all facets of key concepts and objectives.
- 3. Practical skills tests measure participant performance succinctly and are legally defensible.
- 4. Pre-test measures in-depth understanding of course materials with participants being able to possibly opt-out of training where and when appropriate.

**G. Course Evaluation and Closing**

**G. Course Evaluation and Closing**

- 1. Roster is prepared/provided for the course offering and forwarded to POST if requested.
- 2. Participants are given an opportunity to evaluate the training.
- 3. Certificates are awarded to participants.
- 4. All course records are archived for thirty years.

**0 = Unacceptable**

- 1. Fails to provide a roster and/or participant attendance documented.
- 2. Fails to include notes concerning participant course evaluation.
- 3. Does not ensure participants receive a course certificate.
- 4. Lesson content and participant performance records are not archived.

**1 = Marginal**

- 1. Rosters are prepared for each course iteration but attendance is not monitored or recorded.
- 2. Indicates participants will evaluate training.
- 3. Not clear if certificates will be provided for each course.
- 4. Records may be archived.

**2 = Acceptable**

- 1. Rosters are prepared for each course; participants are told that attendance will be monitored and recorded.
- 2. Copies of course evaluation included with guidelines on how to use them.
- 3. Certificates and/or governing bodies award certificates if applicable that include course title, participant name, provider/instructor(s) name, course date, total training hours.
- 4. Participant performance and course content is archived.

**3 = Best Practices**

- 1. Rosters are prepared and document full student participation and are forwarded to governing entities, if requested (POSTs, etc.). Steps are taken to ensure participants are present for all course sections, i.e. attendance monitored or students sign in for each day of a multi-day course.
- 2. Copies of all evaluation tools included with guidelines on distribution and how the evaluations will be used to modify future training.



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|--|---|
|  | <ol style="list-style-type: none"><li>3. Certificates are issued that reflect accurate participant involvement, total training hours, course title, course date, participant and provider/instructor(s) name; printed on heavy card stock with a validation seal.</li><li>4. Participant performance and course content is archived and retrievable for thirty years from <u>delivery date</u>.</li></ol> |
|  |   |