

N/A Use X to demonstrate it is N/A for this item	Score: 0 Possible: 249 Percentage: 0.00 Stars: 0.0	Criteria
<b>Instructor skills</b>		
<b>21. Timing – 0/5 = 35</b>	35	
Instructor started on time		The class was addressed at the time class was advertised to start. Content doesn't need to be delivered, but the class needs to be acknowledged.
Breaks were as long as advertised		Breaks only go as long as they were indicated - 10 minutes was actually 10 minutes.
Class restarts on time		The class was addressed at the designated time stated at the beginning of the break.
Topics were covered in the time described		All topics were covered according to the agenda and within the time allocated.
Class ended on time		Class ends at the time indicated at the beginning of class.
Class did not run out of time		Instructor covered all of the agenda items for the day in the time announced.
Class didn't end too early		Class does not end earlier than 15 minutes before the stated time.
<b>22. Interaction with participants – 0/3 = 24</b>	24	
Target audience appropriate	0	0 The instructor tailored participant interaction based on the participant's expertise and prior experience?
Learned names of participants (can be N/A if class is too large or virtual)	0	An effort was made to learn names of the participants in the time allocated for the class.
Treated each participant with kindness		Empathy, patience, and effort in understanding each participant and addressing their needs or concerns was evident.
Demonstrated patience with slower participants		Slower participants were given the time and opportunity to improve and catch up, either directly by the instructor or by the instructor pairing them with more capable participants.
Answered all questions with seriousness		All questions were addressed professionally and with detail, with a follow-up for the asker.
Kept instructor/participant interaction professional		No flirting, sarcasm, innuendo, or other unprofessional interactions were experienced for any participant.
Demonstrated respect for participants		All participants were treated equally, with empathy, and professionally, demonstrating respect for person, background, and culture.
Created a safe place to fail		Participants felt safe to make mistakes and were not vilified, harassed, mocked, or demeaned by making mistakes or not being as skilled as others.
<b>23. Scenario management (waive if N/A) – 0/5 = 55</b>	55	
x = No scenarios. Do not x out any of the other parts.	0	0 Participants did not have to backfill missing personnel, instructor ratios were sufficient, and every scenario position was staffed adequately.
Scenarios had appropriate number of personnel	0	Equipment to be used in the scenario was kept separate or in a safe place where participants would not misuse or handle them.
Equipment was maintained separately	0	A pre-briefing was provided that set up the situation, but did not provide any clues or hints at how to perform.
Participants were briefed without giving away execution	0	Instructor did not interfere with the organic development of the scenario unless there was a safety issue or the scenario was going out of parameters.
Instructor allowed scenario to unfold	0	Scenarios were not allowed to languish and run longer than was necessary. Instructors would stop scenarios if it was clear the participant was struggling.
Scenarios were kept within a set time limit	0	A scenario briefing was provided establishing safe words, safety concerns, personnel introductions, and other details without divulging the scenario details.
Class was pre-briefed on purpose, goals, boundaries, and safety	0	Roleplayers were debriefed after each iteration for their insights and experiences, away from the participants and before the participants were debriefed.
Debriefed roleplayers	0	Participants were debriefed away from other participants.
Debriefed participants privately and directly	0	The instructor asks what the participant experienced, listens, asks probing and leading questions, before providing feedback.
Participant provides experience first	0	Instructor provides detailed feedback of both good and poor performance, with empathy and encouragement.
Instructor feedback reflects performance	0	The class was given a debrief and allowed to ask questions and provide commentary about their experience.
Debriefed class	0	
<b>24. Safety (autofail if an instructor is unsafe)</b>		
<input type="checkbox"/> Safety Failure (If there is a safety failure, checking the box eliminates the score for auto fail)		Safety was maintained and managed. If there were incidents, appropriate action was taken quickly, according to the pre-brief.
<b>25. Questions – 0/5 = 35</b>	35	
Time for questions at end of course		Time was provided at the end of the course for participants to ask questions.
Time for questions at end of blocks		Each block of training provided opportunities for questions and discussion.
Time made during delivery for questions		Participants felt safe and encouraged to ask questions during the instruction period, without designated question time.
Intentional discussion questions		Discussion questions were designed into the course to encourage debate and conversation (more than "any questions")
Debate is allowed/encouraged in class		Participants felt safe to discuss, debate, and disagree with the content and with each other.
Structured questions after demonstrations		Discussion questions were provided for activities, videos, or presentations as part of debriefing and to encourage conversation.
Socratic method used correctly and efficiently		Participants were asked leading questions to help them arrive at predetermined objectives and information, as part of developing critical thinking.
<b>26. Appropriateness, unless it is relevant to the course. – 0/4 = 28</b>	28	
No inflammatory language (racist, sexist, etc.) was used		Inflammatory language is any language that is not necessary for the delivery of the course or relevant to the content of the course.
No political commentary		Unless relevant to the course, political commentary was avoided and instructor neutrality was evident while instructing.
Limited obscenities were used		The use of obscenities was limited to relevant use in scenarios, course content, or other material necessary for the delivery of the course.

No sexual innuendo with participants No shaming or belittling of participants No criticism of other instructors No criticism of agencies	No sexual innuendo or advances were made by the instructor towards any participant in the class. Participants were not shamed, mocked, or belittled in class unless it was specifically a part of the content or a scenario. The instructor showed professionalism by refraining from making statements about other instructors or administrators during class time. No criticism of other agencies or agency personnel was made during class time.
<b>27. Knowledge – 0/5= 40</b> Covered content in materials (IG, PG, or slides) Added context to content delivered Used figures of speech to illustrate the content Demonstrated depth of knowledge Was able to support content with research, statistics, and detailed background Allowed debate and answered challenges to the content respectfully Was able to argue counter-points for both sides of the discussion  Three Why's answered and addressed	40 All content indicated by a participant guide or an agenda was covered sufficiently. The instructor was able to add context and background for the content as was necessary to develop participant understanding. Metaphors, similes, and anecdotes were used appropriately to explain content and concepts. Provided details and additional information to illustrate content and further develop understanding. The instructor was able to reference third-party materials or provide guidance for further study by participants. Allowed participants to disagree and was respectful during the debate about content. The instructors knowledge of the content was sufficient that they were able to argue both sides of an issue or question. The instructor didn't have to resort to "because I said so" statements. Mindset and "whys" were clearly stated and addressed. Able to answer "why" questions with detail, reason, and evidence.
<b>28. Demonstration – 0/4 = 32</b> Explains the expected task performance Demonstrates all of the expected task Task is broken into steps Each step is demonstrated separately Participants are walked through steps as they perform Instructor works with each participant as they work through the steps Instructor demonstrates tasks in total at end Participants debriefed after performance	32 An explanation was provided as a demonstration occurs. The task was fully demonstrated from beginning to end, to include any subtext or secondary effects.
<b>29. Caselaw in practice</b> 0.5 Spell v. McDaniel: use and custom 0.5 City of Canton v. Harris: reflect job tasks	Percentage of total Instructor does not introduce content that is not in the material or provides commentary contrary to the material Job tasks are as stated in material and are tied to job tasks