

PART A. PRESENTATION INFORMATION

1. COURSE TITLE Technical Ropes Instructor Course		2. COURSE CONTROL # 1265-33579	3. COURSE DATES (MM/DD/YYYY) From 04/11/16 To 04/15/2016
4. INSTRUCTOR Ben Tisa, Robert Rangel, Austin Matulonis		5. EVALUATOR Lehan, Kevin	
6. AGENCY / PRESENTER California Association of Tactical Trainers		7. LOCATION City Stockton CA Zip 95203	

Please respond to ALL items in this evaluation. Use the space provided in Part D for additional comments as needed.

PART B. COURSE DOCUMENTATION

POST-Required Documentation Includes: 1) Expanded Course Outline, 2) Hourly Distribution, 3) Instructor Resumes, 4) Budget, and when applicable (for Psychomotor Skills Courses), a Safety Plan which includes 5) Safety Briefing, 6) Safety Policy/Procedures, and 7) Instructor/Student Ratios. NOTE: Utilization of Lesson Plans is NOT required, but is considered a "best practice."	Maximum Enrollment: <u>24</u> Number of Students: <u>23</u>
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Does approved course documentation accurately reflect course presentation?

REQUIRED DOCUMENTS:	YES	NO	N/A	INCLUDED FOR PSYCHOMOTOR SKILLS COURSES:	YES	NO	N/A
1) Expanded Course Outline	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5) Safety Briefing Performed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Hourly Distribution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6) Safety Policy/Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Instructor Resumes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7) Instructor/Student Ratios	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Budget (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				

PART C. COURSE INSTRUCTION

COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARDS	ABOVE STANDARD	N/A
1. RISK MANAGEMENT <i>Safety Policy Implementation</i> A system that includes various policies, procedures and practices that work in unison to identify, analyze, evaluate, address and monitor risk.	<input type="checkbox"/> Safety policy is not followed, and/or the staff does not demonstrate awareness of the safety policy.	<input type="checkbox"/> Safety policy is minimally followed, but certain aspects may be ignored for expediency such as violating the student to instructor ratios.	<input type="checkbox"/> All aspects of the safety policy are followed, and staff demonstrates awareness of each aspect of the policy.	<input checked="" type="checkbox"/> Safety policy is followed and each staff member demonstrates awareness of the policy. Students are given a copy of the policy or safety rules that apply to them and the staff reviews the policy before each class.	<input type="checkbox"/>
2. RISK MANAGEMENT <i>Environment / Facilities</i> Refers to the physical environment, in which the class is presented (e.g., classroom, driving track, firing range, or other such environment or facility).	<input type="checkbox"/> Physical environment and/or facilities do not accommodate the needs of the course, or they present a safety hazard.	<input type="checkbox"/> Physical environment and/or facilities generally allow the instructor to deliver the class, but shortcuts or adaptations are made that are not conducive to an optimum learning environment.	<input type="checkbox"/> Physical environment and facilities allow the instructor to meet the learning objectives in a safe manner.	<input checked="" type="checkbox"/> Physical environment and facilities allow the instructor to deliver the course in a manner that promotes optimum learning and adds to the training experience.	<input type="checkbox"/>
3. LEARNING VALIDATION <i>Validation through Practical Application and/or Demonstration</i> Process which measures whether students have learned the material presented. May include written tests, scenario testing, or other types of learning activities. Validation need not be formal testing; it may be confirmation of learning through various formal or informal means.	<input type="checkbox"/> Course has no application or demonstration component where students can be evaluated on whether they have met the learning objectives.	<input type="checkbox"/> Course has application or demonstration components; however it is disorganized to the point where student learning cannot be properly determined.	<input type="checkbox"/> Course has an application or demonstration component through written testing or demonstration of skills learned (e.g., scenario tests, student demonstration and application of knowledge, or group activity participation).	<input checked="" type="checkbox"/> Course has multiple opportunities through various means for students to individually demonstrate their knowledge of the course material.	<input type="checkbox"/>

TRAINING EVALUATION – Course Assessment

PART C. COURSE INSTRUCTION (Please refer to page 1)					
INSTRUCTION	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARDS	ABOVE STANDARD	N/A
<p>4. SUBJECT MATTER RELEVANCE <i>Information Is Current</i></p> <p>The extent to which the topic relates to student learning needs.</p>	<input type="checkbox"/> Course content is outdated; thus the course contains incomplete or incorrect information.	<input type="checkbox"/> Course is generally accurate, but missing the latest legal rulings, changes in POST-developed and/or required curriculum, or the latest trends in the area of instruction.	<input type="checkbox"/> Course is current, contains the latest legal rulings, reflects the latest POST-developed and/or required curriculum, and covers the latest trends in the area of instruction.	<input checked="" type="checkbox"/> Course is current, contains the latest legal rulings and where future rulings may be headed. It reflects the latest POST-developed and/or required curriculum and covers the latest trends in the area of instruction, and how these trends may evolve over time.	<input type="checkbox"/>
<p>5. SUBJECT MATTER RELEVANCE <i>Course Material Is Applicable to Subject Matter</i></p> <p>The extent to which the topic relates to student learning needs.</p>	<input type="checkbox"/> Course material falls short of meeting learning objectives. It fails to meet student needs or covers theoretical matters to the exclusion of practical application. Handouts and other training materials contain inappropriate or irrelevant information.	<input type="checkbox"/> Course material generally meets learning objectives; however materials are incomplete or contain information not relevant to the subject. Although the materials contain relevant information, they are lacking information on practical application.	<input type="checkbox"/> Course material meets learning objectives. It meets student needs and covers theoretical matters as well as information on practical application. Handouts and other training materials contain useful information.	<input checked="" type="checkbox"/> Course material meets and exceeds learning objectives. It goes beyond merely meeting the students' immediate needs. Theoretical matters as well as practical application are covered. Handouts and other training materials contain useful references and resources for further study.	<input type="checkbox"/>

PART D. ADDITIONAL COMMENTS (Please reference specific sections if applicable (e.g., Part C-1, C3, etc.))

PART B: COURSE DOCUMENTATION

The Expanded Course Outline and Hourly Distribution in EDI are current and accurately reflect the course. The Instructor Resumes are on file in EDI and the contact information is up to date.

PART C: COURSE INSTRUCTION

1. RISK MANAGEMENT (Safety Policy Implementation): ABOVE STANDARD

Throughout the course, the safety guidelines safety plan and proper safety protocols were constantly and consistently revisited and reinforced. Injury protocols, first aid kits and equipment inspections were covered daily with the entire class.

Prior to covering any new topic or technique, instructors identified hazards and provided training on how to avoid them. When the students moved to different venues or skill stations, new potential hazards were identified and redundant safety inspections were conducted. The overall safety plan and emphasis on student and class safety was exceptional.

2. RISK MANAGEMENT (Environment/Facilities): ABOVE STANDARD

The course was held at the Stockton Fire Department Training Center (110 West Sonora Street, Stockton CA). The classroom consisted of a modular trailer, equipped with power point projector, white boards and flip chart/easels. There was ample room for the students to sit and move about. Each student was provided with a binder, team assignments and areas to store their equipment. The room had two exits, a water cooler and was close to restroom facilities.

The instructor had a significant amount of equipment and supplies for the course, it was all located and store neatly at the rear of the classroom away from the students and traffic areas.

TRAINING EVALUATION – Course Assessment

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PART D. ADDITIONAL COMMENTS *continued*

3. LEARNING VALIDATION (Validation through Practical Application and/or Demonstration): ABOVE STANDARD

The course was presented in a manner that required student involvement, reinforced their learning and provided opportunities for them to demonstrate competence in the subject and/or skills. The students were required to conduct teach backs of the material as the course progressed, this was done in a systematic manner using small 'chunks' of information which facilitated quick comprehension of the information and skills. The course also consisted of a written exam and small group practical application scenarios. The variety of instructional methods reinforced the course content and provided observable student behaviors to ensure that they had assimilated the materials.

4. SUBJECT MATTER RELEVANCE (Information is Current): ABOVE STANDARD

The course material was current and contained real life examples, personal experience and theoretical applications to job relevant scenarios. The instructors did an excellent job of illustrating the applications of the course material to various job duties performed by the students.

5. SUBJECT MATTER RELEVANCE (Applicability to Subject Matter): ABOVE STANDARD

Day 3 contained a night time practical application scenario requiring the students to move as small teams to a defined objective. The scenario was an excellent test of all the skills and techniques taught up until that point. The scenario was also extremely job/assignment relevant to the students current duties. The teach backs incorporated throughout the course served the dual purpose of reinforcing one on one instruction as well as small team/unit coordination/supervision.

PART A. PRESENTATION INFORMATION		
1. COURSE TITLE Technical Rope Operations Instructor	2. COURSE CONTROL # 1265-33579	3. COURSE DATES From 04/11/16 To 04/15/16
4. INSTRUCTOR Tisa, Ben - Lead/Primary Instructor	5. EVALUATOR Lehan, Kevin	
6. AGENCY / PRESENTER California Association Tactical Trainers	7. LOCATION City Stockton, CA	

Please respond to ALL items in this evaluation. Use the space provided in Part E for additional comments as needed.

PART B. PROFESSIONALISM AND LEADERSHIP					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
1. MODELS PROFESSIONAL STANDARDS	<input type="checkbox"/> Instructor dresses inappropriately, displays a negative attitude, or belittles students.	<input type="checkbox"/> Instructor's attire does not meet conventional professional standards, at times displays an egotistical or sarcastic attitude, or is disdainful of students.	<input type="checkbox"/> Instructor is dressed professionally, refrains from using profanity, treats all students with respect, and displays a positive attitude.	<input checked="" type="checkbox"/> Instructor is dressed professionally, refrains from using profanity, communicates clearly using proper grammar, and is enthusiastic about teaching.	<input type="checkbox"/>
2. MODELS ETHICAL STANDARDS	<input type="checkbox"/> Instructor openly engages in unethical behavior and expressly or tacitly condones unethical behavior by others.	<input type="checkbox"/> Instructor engages in inappropriate or unethical behavior.	<input type="checkbox"/> Instructor models ethical behavior.	<input checked="" type="checkbox"/> Instructor promotes ethical behavior, and does not condone unethical behavior by others.	<input type="checkbox"/>
3. RESPONSIVE AND APPROACHABLE	<input type="checkbox"/> Instructor is critical or dismissive of student questions or input.	<input type="checkbox"/> Instructor is intent on following a specific lesson plan, not allowing sufficient time to address student needs or questions. Displays a demeanor that is not conducive to developing rapport with students.	<input type="checkbox"/> Instructor answers student questions, gives resources for further study, and makes him/herself available to assist students as necessary.	<input checked="" type="checkbox"/> Instructor responds to students' needs by adjusting the course of instruction, while also covering all necessary learning objectives. Gives students resources for further study and makes him/herself available to assist students.	<input type="checkbox"/>

PART C. MANAGEMENT SKILLS					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
1. TIME MANAGEMENT	<input type="checkbox"/> Instructor seems to have no concept of time as it relates to how much material must be covered. Takes very long breaks or takes breaks infrequently.	<input type="checkbox"/> Instructor has to rush through aspects of the course because too much time was spent on other aspects of the course, thus certain topics do not get covered.	<input type="checkbox"/> Instructor keeps to a time schedule that enables him/her to cover all necessary information.	<input checked="" type="checkbox"/> Instructor is able to adjust the instructional delivery to meet the student's needs while still remaining within the given time constraints.	<input type="checkbox"/>
2. LEARNING ENVIRONMENT MANAGEMENT	<input type="checkbox"/> Instructor does not manage the learning activities or environment in order to meet the course objectives.	<input type="checkbox"/> Instructor utilizes instructional materials in a limited or abbreviated fashion. Appears unaware of ways to adjust or adapt the learning environment to changing conditions.	<input type="checkbox"/> Instructor effectively and safely utilizes instructional materials and manages the learning activities.	<input checked="" type="checkbox"/> Instructor safely changes or adjusts the learning environment during the course of instruction in order to meet the students' needs and learning objectives.	<input type="checkbox"/>

TRAINING EVALUATION – Instructor Assessment

PART C. MANAGEMENT SKILLS					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
3. ORGANIZATIONAL SKILLS	<input type="checkbox"/> Class materials and equipment are not prepared in advance. Instructor lacks a clear plan for the class, and does not present the topics in a logical manner.	<input type="checkbox"/> Instructor has the needed materials and equipment, but wastes time finding what is needed. Has no clear plan or order in delivery of learning objectives.	<input type="checkbox"/> Instructor has class materials and equipment organized, has a clear plan for the course of instruction.	<input checked="" type="checkbox"/> Instructor has all learning materials and equipment ready when the students arrive, has a clear plan for instructional delivery, and coordinates activities and other instructors as needed.	<input type="checkbox"/>
4. INSTRUCTIONAL INTEGRITY	<input type="checkbox"/> Instructor lacks, or fails to follow, the course outline. Focuses on test performance over application of knowledge. Fails to meet all course objectives, and does not respond to student needs.	<input type="checkbox"/> Instructor covers the course objectives without regard to student learning. Is seemingly more sensitive to the instructional process rather than student learning needs.	<input checked="" type="checkbox"/> Instructor generally follows course outline while meeting course objectives. Is focused more on student application of knowledge, rather than mere test performance.	<input type="checkbox"/> Instructor applies all aspects of course outline in a flexible, student-centered manner while meeting all course objectives.	<input type="checkbox"/>

PART D. KNOWLEDGE AND EXPERIENCE					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
1. THOROUGH CURRENT KNOWLEDGE	<input type="checkbox"/> Instructor has no experience with, or knowledge of, the topic and relevant ethical issues. Cannot answer student questions.	<input type="checkbox"/> Instructor has less than a basic knowledge of the subject matter, has little or no experience in the topic, and has difficulty answering student questions.	<input type="checkbox"/> Instructor has sufficient general knowledge of the topic and relevant ethical considerations to deliver the course material and answer questions.	<input checked="" type="checkbox"/> Instructor has in-depth, detailed knowledge of the topic and relevant ethical considerations, and can answer questions in detail by drawing on personal experience and study.	<input type="checkbox"/>
2. RELEVANCE	<input type="checkbox"/> Instructor does not cover necessary course objectives. Digresses into material and topics not relevant to the course, such as off-topic "war stories" or political discussions.	<input type="checkbox"/> Instructor communicates the information to the class, but spends too much time on irrelevant "war stories." Digresses into topics not relevant to the subject.	<input type="checkbox"/> Instructor communicates information relevant to the learning objectives.	<input checked="" type="checkbox"/> Instructor uses various examples, stories, and experiences that tie in to the information being taught in a manner that clarifies or expands on the learning objectives.	<input type="checkbox"/>
3. ADULT LEARNING SKILLS	<input type="checkbox"/> Instructor primarily uses lecture for instructional delivery.	<input type="checkbox"/> Instructor attempts to use some aspects of adult learning concepts, but stays mainly with lecture and PowerPoint.	<input type="checkbox"/> Instructor delivers the course material in a way that appeals to all types of learners.	<input checked="" type="checkbox"/> Instructor delivers information in ways that involve all types of learners, fully utilizes RIDEM principles: <ul style="list-style-type: none"> • Relevance • Involvement • Discovery • Experience • Modeling 	<input type="checkbox"/>
4. PSYCHOMOTOR SKILLS INSTRUCTION (if applicable)	<input type="checkbox"/> Instructor does not provide opportunities to practice skills and/or incorrectly, or unsafely, demonstrates skills to students.	<input type="checkbox"/> Instructor provides minimal opportunities for students to practice skills or merely instructs students to imitate instructor's actions.	<input type="checkbox"/> Instructor effectively and safely demonstrates the necessary skills to students. Students receive sufficient time to practice skills and gain proficiency.	<input checked="" type="checkbox"/> Instructor effectively and safely demonstrates the necessary skills, and provides students with multiple opportunities to apply skills in various ways to enhance learning.	<input type="checkbox"/>

To enter additional comments, go to PART E (next page).

TRAINING EVALUATION – Instructor Assessment

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PART E. ADDITIONAL COMMENTS (Please reference specific sections if applicable (Part B-1, Part D-3, etc.)

PART B: PROFESSIONALISM AND LEADERSHIP

1. MODELS PROFESSIONAL STANDARDS: ABOVE STANDARD

The instructor was professionally dressed, wearing a CATT Instructor's polo shirt and green BDU pants. His language, grammar, vocabulary, and demeanor were also of a professional caliber, which supported his credibility. He conducted himself in a professional manner at all times. The instructor was receptive to and engaged all members of the class equally. The instructor did not use any profanity during the course. The instructor began the class by providing a quick overview of the course, methods of instruction and topics to be covered. The instructor repeatedly emphasized classroom and practical application safety throughout the course.

2. MODELS ETHICAL STANDARDS: ABOVE STANDARD

The instructor modeled ethical behavior for the class, additionally, the instructor used various personal examples to reinforce safety as a primary concern for the instructor and students alike. The instructor strictly adhered to course content, curriculum and established course safety guidelines the instructor provided the students with the course materials and would refer to them consistently.

3. RESPONSIVE AND APPROACHABLE: ABOVE STANDARD

The instructor was responsive to all questions/inquiries brought forward by the students. The instructor provided opportunities for questions and ensured that there were no follow-up questions after he responded. The instructor also provided additional sources of information and provided various suggestions to students for locating resources.

PART C: MANAGEMENT SKILLS

1. TIME MANAGEMENT: ABOVE STANDARD

The instructor was very consistent in his granting of breaks, starting the class on time and consistently allocating time to provide an overview of what was to come and to reinforce relevant safety protocols. The instructor allowed time for questions and follow-up discussion, but maintained control of the course and managed his time very well.

2. LEARNING ENVIRONMENT MANAGEMENT: ABOVE STANDARD

The instructor competently utilized PowerPoint, an 'A' Frame Easel, learning activities and video clips to illustrate various learning points/activities throughout the class. The training site used for the practical application exercises was always extremely safe, well organized and adequately supervised. safety was always the foremost concern for the instructors and students alike,.

3. ORGANIZATIONAL SKILLS: ABOVE STANDARD

The instructors was very organized, had sufficient copies of all handouts had all his equipment set up and tested prior to the beginning of class. The instructor was always very aware of his pace and time constraints. None of the practical scenarios or physical skills were rushed or unstructured.

4. INSTRUCTIONAL INTEGRITY: ABOVE STANDARD

The instructor covered all the identified material in the course outline with only minor deviations from the supplied course outline. The hourly distribution was also followed closely with only minor variations.



TRAINING EVALUATION – Instructor Assessment

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PART E. ADDITIONAL COMMENTS (Please reference specific sections if applicable (Part B-1, Part D-3, etc.))

PART D: KNOWLEDGE AND EXPERIENCE

1. THOROUGH CURRENT KNOWLEDGE: ABOVE STANDARD

The instructor demonstrated an extremely significant depth of practical and theoretical knowledge of the subject. This experience and knowledge was evident in the physical skill scenarios and their relevance to the students job duties.

2. RELEVANCE: ABOVE STANDARD

As mentioned immediately above, the instructor has a tremendous amount of personal experience and has devoted considerable time/effort in developing subject matter expertise. The instructor did a very good job of coaching the students through the drills and developing their teach back ability.

3. ADULT LEARNING SKILLS: ABOVE STANDARD

The instructor demonstrated knowledge and understanding of adult learning during the classroom portions of the course, most of the curriculum revolved around practical application of skills and the instructor did an excellent job of coaching and developing the students in this manner.

4. PSYCHOMOTOR SKILLS INSTRUCTION: ABOVE STANDARD

The instructor did an excellent job coaching the students throughout the exercises. His experience was evident in the manner in which he provided instruction, modeled proper application and provided excellent mentoring in helping the students achieve proficiency.

The safety inspections, protocols and consistent reinforcement set the tone for the entire week. Safety was first and foremost.

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6. AGENCY / PRESENTER California Association Tactical Trainers	7. LOCATION City Stockton, CA	

Please respond to ALL items in this evaluation. Use the space provided in Part E for additional comments as needed.

PART B. PROFESSIONALISM AND LEADERSHIP					
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PART C. MANAGEMENT SKILLS					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
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TRAINING EVALUATION – Instructor Assessment

PART C. MANAGEMENT SKILLS					
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PART D. KNOWLEDGE AND EXPERIENCE					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
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2. RELEVANCE	<input type="checkbox"/> Instructor does not cover necessary course objectives. Digresses into material and topics not relevant to the course, such as off-topic "war stories" or political discussions.	<input type="checkbox"/> Instructor communicates the information to the class, but spends too much time on irrelevant "war stories." Digresses into topics not relevant to the subject.	<input type="checkbox"/> Instructor communicates information relevant to the learning objectives.	<input checked="" type="checkbox"/> Instructor uses various examples, stories, and experiences that tie in to the information being taught in a manner that clarifies or expands on the learning objectives.	<input type="checkbox"/>
3. ADULT LEARNING SKILLS	<input type="checkbox"/> Instructor primarily uses lecture for instructional delivery.	<input type="checkbox"/> Instructor attempts to use some aspects of adult learning concepts, but stays mainly with lecture and PowerPoint.	<input type="checkbox"/> Instructor delivers the course material in a way that appeals to all types of learners.	<input checked="" type="checkbox"/> Instructor delivers information in ways that involve all types of learners, fully utilizes RIDEM principles: <ul style="list-style-type: none"> • Relevance • Involvement • Discovery • Experience • Modeling 	<input type="checkbox"/>
4. PSYCHOMOTOR SKILLS INSTRUCTION (if applicable)	<input type="checkbox"/> Instructor does not provide opportunities to practice skills and/or incorrectly, or unsafely, demonstrates skills to students.	<input type="checkbox"/> Instructor provides minimal opportunities for students to practice skills or merely instructs students to imitate instructor's actions.	<input type="checkbox"/> Instructor effectively and safely demonstrates the necessary skills to students. Students receive sufficient time to practice skills and gain proficiency.	<input checked="" type="checkbox"/> Instructor effectively and safely demonstrates the necessary skills, and provides students with multiple opportunities to apply skills in various ways to enhance learning.	<input type="checkbox"/>

To enter additional comments, go to PART E (next page).

TRAINING EVALUATION – Instructor Assessment

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PART E. ADDITIONAL COMMENTS (Please reference specific sections if applicable (Part B-1, Part D-3, etc.))

PART B: PROFESSIONALISM AND LEADERSHIP

1. MODELS PROFESSIONAL STANDARDS: ABOVE STANDARD

The instructor was professionally dressed, wearing a CATT Instructor's polo shirt and green BDU pants. His language, grammar, vocabulary, and demeanor were also of a professional caliber, which supported his credibility. He conducted himself in a professional manner at all times. The instructor was receptive to and engaged all members of the class equally. The instructor did not use any profanity during the course. The instructor's primary function was in support of the lead instructor. He modeled and reinforced safety protocols, practical applications skills and provided excellent job relevant experiences for the students.

2. MODELS ETHICAL STANDARDS: ABOVE STANDARD

The instructor modeled ethical behavior for the class, additionally, the instructor used various personal examples to reinforce safety as a primary concern for the instructor and students alike. When tasked with instruction, the instructor strictly adhered to course content, curriculum and established course safety guidelines.

3. RESPONSIVE AND APPROACHABLE: ABOVE STANDARD

The instructor was responsive to all questions/inquiries brought forward by the students. The instructor was very approachable and open when dealing with the students.

PART C: MANAGEMENT SKILLS

1. TIME MANAGEMENT: ABOVE STANDARD

When tasked with instructional duties, the instructor allowed time for questions and follow-up discussion, but maintained control of the course and managed his time very well.

2. LEARNING ENVIRONMENT MANAGEMENT: ABOVE STANDARD

The instructor did an excellent job of modeling safety and being supportive of the students during the practical application scenarios. The training site used for the practical application exercises was always extremely safe, well organized and adequately supervised. Safety was always the foremost concern for the instructors and students alike.

PART D: KNOWLEDGE AND EXPERIENCE

1. THOROUGH CURRENT KNOWLEDGE: ABOVE STANDARD

The instructor demonstrated an in-depth practical and theoretical knowledge of the subject. The instructor shared a number of real life experiences involving the course subject helping to provide further relevance to the students.

2. RELEVANCE: ABOVE STANDARD

The instructor did a very good job of coaching the students through the drills and physical skills. The instructor also related personal experiences which helped enhance the students learning.

3. ADULT LEARNING SKILLS: ABOVE STANDARD

The instructor was tasked primarily with practical application drills and skill demonstration. The instructor did an excellent job of coaching and developing the students in this manner.

4. PSYCHOMOTOR SKILLS INSTRUCTION: ABOVE STANDARD

The instructor did an excellent job coaching the students throughout the exercises. He modeled and reinforced safety protocols and hazard mitigation. The instructor was also very knowledgeable of the various types of equipment used in the subject. His experience was evident in the manner in which he provided instruction, modeled proper application and provided excellent mentoring in helping the students achieve proficiency.

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PART E. ADDITIONAL COMMENTS (Please reference specific sections if applicable (Part B-1, Part D-3, etc.)

PART D: KNOWLEDGE AND EXPERIENCE

1. THOROUGH CURRENT KNOWLEDGE: ABOVE STANDARD

The instructor demonstrated an in-depth practical and theoretical knowledge of the subject. The instructor shared a number of real life experiences involving the course subject helping to provide further relevance to the students.

2. RELEVANCE: ABOVE STANDARD

The instructor did a very good job of coaching the students through the drills and developing their teach back ability. The instructor also drew upon personal experiences to bridge the gap between the classroom and the field applications of techniques and skills.

3. ADULT LEARNING SKILLS: ABOVE STANDARD

The instructor demonstrated knowledge and understanding of adult learning during the classroom portions of the course, most of the curriculum revolved around practical application of skills and the instructor did an excellent job of coaching and developing the students in this manner.

4. PSYCHOMOTOR SKILLS INSTRUCTION: ABOVE STANDARD

The instructor did an excellent job coaching the students throughout the exercises. He modeled and reinforced safety protocols and hazard mitigation. The instructor was also very knowledgeable of the various types of equipment used in the subject. His experience was evident in the manner in which he provided instruction, modeled proper application and provided excellent mentoring in helping the students achieve proficiency. The safety inspections, protocols and consistent reinforcement set the tone for the entire week. Safety was first and foremost.

PART A. PRESENTATION INFORMATION		
1. COURSE TITLE Technical Rope Operations Instructor	2. COURSE CONTROL # 1265-33579	3. COURSE DATES From 04/11/16 To 04/15/16
4. INSTRUCTOR Matulonis, Austin	5. EVALUATOR Lehan, Kevin	
6. AGENCY/PRESENTER California Association Tactical Trainers	7. LOCATION City Stockton, CA	

Please respond to ALL items in this evaluation. Use the space provided in Part E for additional comments as needed.

PART B. PROFESSIONALISM AND LEADERSHIP					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
1. MODELS PROFESSIONAL STANDARDS	<input type="checkbox"/> Instructor dresses inappropriately, displays a negative attitude, or belittles students.	<input type="checkbox"/> Instructor's attire does not meet conventional professional standards, at times displays an egotistical or sarcastic attitude, or is disdainful of students.	<input type="checkbox"/> Instructor is dressed professionally, refrains from using profanity, treats all students with respect, and displays a positive attitude.	<input checked="" type="checkbox"/> Instructor is dressed professionally, refrains from using profanity, communicates clearly using proper grammar, and is enthusiastic about teaching.	<input type="checkbox"/>
2. MODELS ETHICAL STANDARDS	<input type="checkbox"/> Instructor openly engages in unethical behavior and expressly or tacitly condones unethical behavior by others.	<input type="checkbox"/> Instructor engages in inappropriate or unethical behavior.	<input type="checkbox"/> Instructor models ethical behavior.	<input checked="" type="checkbox"/> Instructor promotes ethical behavior, and does not condone unethical behavior by others.	<input type="checkbox"/>
3. RESPONSIVE AND APPROACHABLE	<input type="checkbox"/> Instructor is critical or dismissive of student questions or input.	<input type="checkbox"/> Instructor is intent on following a specific lesson plan, not allowing sufficient time to address student needs or questions. Displays a demeanor that is not conducive to developing rapport with students.	<input type="checkbox"/> Instructor answers student questions, gives resources for further study, and makes him/herself available to assist students as necessary.	<input checked="" type="checkbox"/> Instructor responds to students' needs by adjusting the course of instruction, while also covering all necessary learning objectives. Gives students resources for further study and makes him/herself available to assist students.	<input type="checkbox"/>

PART C. MANAGEMENT SKILLS					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
1. TIME MANAGEMENT	<input type="checkbox"/> Instructor seems to have no concept of time as it relates to how much material must be covered. Takes very long breaks or takes breaks infrequently.	<input type="checkbox"/> Instructor has to rush through aspects of the course because too much time was spent on other aspects of the course, thus certain topics do not get covered.	<input checked="" type="checkbox"/> Instructor keeps to a time schedule that enables him/her to cover all necessary information.	<input type="checkbox"/> Instructor is able to adjust the instructional delivery to meet the student's needs while still remaining within the given time constraints.	<input type="checkbox"/>
2. LEARNING ENVIRONMENT MANAGEMENT	<input type="checkbox"/> Instructor does not manage the learning activities or environment in order to meet the course objectives.	<input type="checkbox"/> Instructor utilizes instructional materials in a limited or abbreviated fashion. Appears unaware of ways to adjust or adapt the learning environment to changing conditions.	<input type="checkbox"/> Instructor effectively and safely utilizes instructional materials and manages the learning activities.	<input checked="" type="checkbox"/> Instructor safely changes or adjusts the learning environment during the course of instruction in order to meet the students' needs and learning objectives.	<input type="checkbox"/>

TRAINING EVALUATION – Instructor Assessment

PART C. MANAGEMENT SKILLS <i>(if applicable)</i>					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
3. ORGANIZATIONAL SKILLS	<input type="checkbox"/> Class materials and equipment are not prepared in advance. Instructor lacks a clear plan for the class, and does not present the topics in a logical manner.	<input type="checkbox"/> Instructor has the needed materials and equipment, but wastes time finding what is needed. Has no clear plan or order in delivery of learning objectives.	<input type="checkbox"/> Instructor has class materials and equipment organized, has a clear plan for the course of instruction.	<input checked="" type="checkbox"/> Instructor has all learning materials and equipment ready when the students arrive, has a clear plan for instructional delivery, and coordinates activities and other instructors as needed.	<input type="checkbox"/>
4. INSTRUCTIONAL INTEGRITY	<input type="checkbox"/> Instructor lacks, or fails to follow, the course outline. Focuses on test performance over application of knowledge. Fails to meet all course objectives, and does not respond to student needs.	<input type="checkbox"/> Instructor covers the course objectives without regard to student learning. Is seemingly more sensitive to the instructional process rather than student learning needs.	<input type="checkbox"/> Instructor generally follows course outline while meeting course objectives. Is focused more on student application of knowledge, rather than mere test performance.	<input checked="" type="checkbox"/> Instructor applies all aspects of course outline in a flexible, student-centered manner while meeting all course objectives.	<input type="checkbox"/>

PART D. KNOWLEDGE AND EXPERIENCE					
COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
1. THOROUGH CURRENT KNOWLEDGE	<input type="checkbox"/> Instructor has no experience with, or knowledge of, the topic and relevant ethical issues. Cannot answer student questions.	<input type="checkbox"/> Instructor has less than a basic knowledge of the subject matter, has little or no experience in the topic, and has difficulty answering student questions.	<input type="checkbox"/> Instructor has sufficient general knowledge of the topic and relevant ethical considerations to deliver the course material and answer questions.	<input checked="" type="checkbox"/> Instructor has in-depth, detailed knowledge of the topic and relevant ethical considerations, and can answer questions in detail by drawing on personal experience and study.	<input type="checkbox"/>
2. RELEVANCE	<input type="checkbox"/> Instructor does not cover necessary course objectives. Digresses into material and topics not relevant to the course, such as off-topic "war stories" or political discussions.	<input type="checkbox"/> Instructor communicates the information to the class, but spends too much time on irrelevant "war stories." Digresses into topics not relevant to the subject.	<input type="checkbox"/> Instructor communicates information relevant to the learning objectives.	<input checked="" type="checkbox"/> Instructor uses various examples, stories, and experiences that tie in to the information being taught in a manner that clarifies or expands on the learning objectives.	<input type="checkbox"/>
3. ADULT LEARNING SKILLS	<input type="checkbox"/> Instructor primarily uses lecture for instructional delivery.	<input type="checkbox"/> Instructor attempts to use some aspects of adult learning concepts, but stays mainly with lecture and PowerPoint.	<input type="checkbox"/> Instructor delivers the course material in a way that appeals to all types of learners.	<input checked="" type="checkbox"/> Instructor delivers information in ways that involve all types of learners, fully utilizes RIDEM principles: <ul style="list-style-type: none"> • Relevance • Involvement • Discovery • Experience • Modeling 	<input type="checkbox"/>
4. PSYCHOMOTOR SKILLS INSTRUCTION <i>(if applicable)</i>	<input type="checkbox"/> Instructor does not provide opportunities to practice skills and/or incorrectly, or unsafely, demonstrates skills to students.	<input type="checkbox"/> Instructor provides minimal opportunities for students to practice skills or merely instructs students to imitate instructor's actions.	<input type="checkbox"/> Instructor effectively and safely demonstrates the necessary skills to students. Students receive sufficient time to practice skills and gain proficiency.	<input checked="" type="checkbox"/> Instructor effectively and safely demonstrates the necessary skills, and provides students with multiple opportunities to apply skills in various ways to enhance learning.	<input type="checkbox"/>

To enter additional comments, go to PART E (next page).

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PART E. ADDITIONAL COMMENTS (Please reference specific sections if applicable (Part B-1, Part D-3, etc.)

PART B: PROFESSIONALISM AND LEADERSHIP

1. MODELS PROFESSIONAL STANDARDS: ABOVE STANDARD

The instructor was professionally dressed, wearing a CATT Instructor's polo shirt and green BDU pants. His language, grammar, vocabulary, and demeanor were also of a professional caliber, which supported his credibility. He conducted himself in a professional manner at all times. The instructor was receptive to and engaged all members of the class equally. The instructor did not use any profanity during the course. The instructor's primary function was in support of the lead instructor. He modeled and reinforced safety protocols, practical applications skills and provided excellent job relevant experiences for the students.

2. MODELS ETHICAL STANDARDS: ABOVE STANDARD

The instructor modeled ethical behavior for the class, additionally, the instructor used various personal examples to reinforce safety as a primary concern for the instructor and students alike. When tasked with instruction, the instructor strictly adhered to course content, curriculum and established course safety guidelines

3. RESPONSIVE AND APPROACHABLE: ABOVE STANDARD

The instructor was responsive to all questions/inquiries brought forward by the students. The instructor provided opportunities for questions and ensured that there were no follow-up questions after he responded. The instructor also provided additional sources of information and provided various suggestions to students for locating resources.

PART C: MANAGEMENT SKILLS

1. TIME MANAGEMENT: ABOVE STANDARD

The instructor was very consistent in his granting of breaks, starting the class on time and consistently allocating time to provide an overview of what was to come and to reinforce relevant safety protocols. The instructor allowed time for questions and follow-up discussion, but maintained control of the course and managed his time very well.

2. LEARNING ENVIRONMENT MANAGEMENT: ABOVE STANDARD

The instructor did an excellent job of demonstrating and displaying a number of tools, equipment and safety items relevant to the course topic. The training site used for the practical application exercises was always extremely safe, well organized and adequately supervised. safety was always the foremost concern for the instructors and students alike,.

3. ORGANIZATIONAL SKILLS: ABOVE STANDARD

The instructor was very organized and had all his equipment set up and tested prior to the beginning of class. The instructor was always very aware of his pace and time constraints. None of the practical scenarios or physical skills were rushed or unstructured.

4. INSTRUCTIONAL INTEGRITY: ABOVE STANDARD

The instructor covered all the identified material in the course outline with only minor deviations from the supplied course outline. The hourly distribution was also followed closely with only minor variations.

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