

INSTRUCTOR NAME: _____

MONITOR NAME: _____

Skill: Classroom Management

EVIDENCE OF COMPETENCY

Time

Lesson plan immediately available

Lesson plan followed

All materials prepared before class

Students fully engaged

A sense of urgency demonstrated during practice sessions

Maximum number of student rotations in time allotted

Extra time used for practice or questions

People

Respectful language used

Students not put "on the spot"

Non-verbal communication addressed

Disruptive behavior recognized

Reasons for disruptive behavior determined

Conflicts and disruptions resolved

Instructor modeled positive attitude regarding agency, course material, students, etc.

OBSERVATIONS THAT PROVIDE EVIDENCE OF COMPETENCY/LACK OF COMPETENCY

- students were often unoccupied during practice sessions
- class end time was extended by one hour
- instructor stuck to content on lesson plan

- instructor recognized and responded appropriately to several students with puzzled expressions
- instructor responded appropriately to a student's personal attack by saying "It looks like we disagree on this point."
- instructor did not respond to several students who were looking frequently at watches

- work areas and space arranged to provide good use of resources; instructor verbally confirmed all students could see

Space/Equipment/Supplies

Instructor visible during lectures and demonstrations

Work areas laid out to maximize observation by instructor

Sufficient space available to employ instructional technique

Sufficient equipment and supplies available for number of students **(required by Guideline)**

Work areas laid out to ensure safety of students and instructors **(required by Guideline)**

Recommendations:

Follow Up Action/Remediation (if required):

Date: January 15, 2005

Next Monitoring Date:

INSTRUCTOR NAME: _____

MONITOR NAME: _____

Instructional Technique: Lecture

(Use with media techniques form if appropriate)

EVIDENCE OF COMPETENCY

Lesson plan followed

- Only “must know” material covered
- First aid information met OFA standard
- Key points highlighted

Review questions used

Communication

Appropriate listening skills used

Tone of voice varied

Lecture clearly heard by entire class

Vocabulary and examples adapted to participant experience

Positive body language used

Enthusiasm and confidence shown

Student signals of positive/negative feedback, comprehension and agreement recognized and responded to

Meaning of student questions clarified

OBSERVATIONS THAT PROVIDE EVIDENCE OF COMPETENCY/LACK OF COMPETENCY

- lecture purpose was to introduce the instructional process
- no motivational statement was included; all other sections of lesson plan were covered
- no summary included to highlight main points of lecture
- review questions covered main points of lecture

- instructor stuck to the topic - no “war stories” told
- voice projected to back of room
- instructor repeated or paraphrased student questions for clarity

- instructor was energetic and used humour appropriately

Recommendations:

1. Include motivational strategy. Re-read chapter 1 of the IRG.

Follow Up Action/Remediation (if required):

Date: January 14, 2005

Next Monitoring Date:

INSTRUCTOR NAME: _____

MONITOR NAME: _____

Instructional Technique: Media Techniques

(Use with lecture form when appropriate)

EVIDENCE OF COMPETENCY

Audio-visual equipment checked

Instructor confirmed all students able to see

Instructor confirmed all students able to hear

Media used to clearly enhance objective

Flip charts used correctly

Overhead transparencies used correctly

OBSERVATIONS THAT PROVIDE EVIDENCE OF COMPETENCY/LACK OF COMPETENCY

- video was not re-wound from last class
- instructor confirmed all could see and hear video

- flip chart writing was large and clear
- instructor faced learners and stood to one side of the flipchart

- overhead transparencies were visible from back of room
- projector was turned off when instructor needed to regain students' attention

Recommendations:

1. Re-wind video at end of each class.

Follow Up Action/Remediation (if required):

Date: January 15, 2005

Next Monitoring Date:

INSTRUCTOR NAME: _____

MONITOR NAME: _____

Instructional Technique: Demonstration

EVIDENCE OF COMPETENCY

Demonstration

Equipment organized prior to demonstration and participant practice

Instructor guide/lesson plan utilized

Verbal confirmation that all students can see instructor

Demonstration technique process:

- real speed demonstration
- step-by-step demonstration with explanation for each step
- over-emphasize actions and movements for clarity and visibility
- final real speed demonstration to tie the skills together

First aid demonstrated met OFA standard

Time limits adhered to

Practical session started immediately after demonstration

OBSERVATIONS THAT PROVIDE EVIDENCE OF COMPETENCY/LACK OF COMPETENCY

- one step was missed during initial and final real speed CPR demonstrations
- all equipment was prepared previous to class start
- practical session was held after lunch – students forgot some steps
- modified demonstration was rushed

Modified demonstration

Used to add a new component to an existing skill

Each step up to the new skill verbalized for review, then new component demonstrated

Students do not skip steps

Recommendations:

1. Practice CPR demonstration using manual before next class.
2. Delay demonstration so that practical session can follow immediately, or re-demonstrate skill after lunch.

Follow Up Action/Remediation (if required):

Demonstrate CPR process to monitor prior to next class.

Date: January 15, 2005

Next Monitoring Date: January 25, 2005

INSTRUCTOR NAME: _____

MONITOR NAME: _____

Skill: Questioning	
EVIDENCE OF COMPETENCY	OBSERVATIONS THAT PROVIDE EVIDENCE OF COMPETENCY/LACK OF COMPETENCY
<p>Overhead questioning technique is used (pose, pause, direct)</p> <p>Questions are:</p> <ul style="list-style-type: none">○ Clearly pronounced○ To the point○ Brief○ Within students' vocabulary○ Important information only <p>Answers are confirmed understood and accepted by the group</p> <p>Correct answer not inferred through the question format, tone of voice, etc.</p> <p>Variety of question types used (open-ended, probing, re-directed, closed)</p> <p>Questions asked by students are answered honestly; instructor offers to find correct answer if unsure</p>	<ul style="list-style-type: none">- overhead questioning technique used twice- instructor indicated who would be asked the question by looking in that student's direction before pausing- student names were used during questioning - no open-ended or probing questions used; a reliance on closed-ended questions at end of lectures does not confirm whether students understand the reasons for a procedure - student questions were paraphrased - answers confirmed understood by the group - several questions were not confirmed visually as instructor had back to the group when hearing answer-- re-direction not used with this class – this group's insecurity could increase with this question type - instructor questions sometimes needed to be stated more briefly
<p>Recommendations:</p> <ol style="list-style-type: none">1. Add open-ended and probing questioning techniques to instruction. Re-read IRG chapter 4.2. Avoid telegraphing when using overhead questioning technique.	<p>Follow Up Action/Remediation (if required): Reviewed the reasons for different questioning techniques and their importance with instructor. Date: January 15, 2005</p> <p>Next Monitoring Date:</p>

INSTRUCTOR NAME: _____

MONITOR NAME: _____

Skill: Critiquing/Positive Corrective Feedback

EVIDENCE OF COMPETENCY

Process

Feedback provided immediately after behavior observed

Most important error critiqued first

Feedback limited to a few points

What was done well was specifically identified

Student involved in analyzing the error through questions

Correction confirmed with the student

Communication

Feedback given to improve performance

Error discussed rather than individual

Constant praise avoided

Student dignity and self-esteem preserved

Non-judgmental language used

Feedback "sandwich" used (identify correct performance, identify incorrect performance, provide suggestions on how to improve)

OBSERVATIONS THAT PROVIDE EVIDENCE OF COMPETENCY/LACK OF COMPETENCY

- all students were critiqued
- feedback was provided throughout the day
- all errors were caught
- feedback was given only to specific, observable behavior
- errors were clearly identified
- errors were resolved

- instructor consistently used the term "you" when correcting errors

- instructor rushed to correct errors, not allowing time for student to think through the problem

- student practice time was extended slightly when 2 out of the 10 students were having difficulty

Troubleshooting

Appropriate remedial interventions selected for student errors

Recommendations:

1. Use language that focuses on the error, not the individual e.g. "Think about the principles of immobilization and then look at the patient's leg – what might happen when the patient is moved for transport?"
2. Involve student in error analysis e.g. "What do we need to know about the breathing?"

Follow Up Action/Remediation (if required):

Created several question formats with the instructor to encourage critical thinking in students.

Date: January 15, 2005

Next Monitoring Date:

INSTRUCTOR NAME: _____

MONITOR NAME: _____

Instructional Technique: Military Drill
(Use with critiquing/positive corrective feedback form)

EVIDENCE OF COMPETENCY

Process

Lesson plan followed

Military drill procedure explained by the instructor

Military drill used to

- o introduce new skills, or
- o repeat skill if students have difficulty during student practice

Instructor positioned to monitor whole group

Each step of drill controlled by the instructor

First aid demonstrated met OFA standard

All errors corrected before proceeding to the next step

Minimum time lost on student rotations

Corrective feedback used

OBSERVATIONS THAT PROVIDE EVIDENCE OF COMPETENCY/LACK OF COMPETENCY

- students were not allowed to get ahead of each other
- each student was checked at each step
- skill was practiced correctly by each student
- all students rotated as the attendant, patient and helper
- several rotations were run

- instructor checked to ensure all had heard instructions; instructions were repeated when necessary

- instructions were somewhat rushed

Communication

Speech non-judgmental and respectful

Instructions given slowly and clearly

Students faced when instructions given

Recommendations:

Follow Up Action/Remediation (if required):

Date: January 15, 2005

Next Monitoring Date:

INSTRUCTOR NAME: _____

MONITOR NAME: _____

Instructional Technique: Student Practice

EVIDENCE OF COMPETENCY

Students proceed at own speed

Instructor circulates among class

Individual errors quickly corrected

Each student provided with feedback

Lesson plan used

Students work with a sense of urgency

Student practice stopped when all have difficulty with the skill

OBSERVATIONS THAT PROVIDE EVIDENCE OF COMPETENCY/LACK OF COMPETENCY

- instructor kept lesson plan in hand when circulating
- instructor spoke to each student several times
- instructor was aware of activities of whole class

- instructor reverted to military drill when half the class had problems in student practice

Recommendations:

Follow Up Action/Remediation (if required):

Date: January 15, 2005

Next Monitoring Date:

INSTRUCTOR NAME: _____

MONITOR NAME: _____

Instructional Technique: Priority Action Drill (PAD)

(Use with critiquing/positive corrective feedback form)

EVIDENCE OF COMPETENCY

Rotation planned and followed

Used only after military drill or student practice indicates sufficient student skill level

Used for critical interventions only

Procedure explained by the instructor

All students working with a sense of urgency

All students checked

Minimum time lost on student rotations

Scenarios changed for variety

Corrective feedback used

OBSERVATIONS THAT PROVIDE EVIDENCE OF COMPETENCY/LACK OF COMPETENCY

- all students had opportunities to be the attendant, helper and patient
- every student practiced every intervention
- instructor fed information to students as required
- errors were corrected one by one
- errors were corrected quickly without interrupting flow of scenarios
- instructor reverted back to military drill for one rotation when most students had two steps confused in a critical intervention

- problems encountered with one skill as PAD was started before students had sufficient skill level

Recommendations:

1. Ensure during student practice that students are ready to progress to PAD. If problems are encountered during the PAD, redo the skill in a military drill.

Follow Up Action/Remediation (if required):

Date: January 15, 2005

Next Monitoring Date:

INSTRUCTOR NAME: _____

MONITOR NAME: _____

Instructional Technique: Situation Practical (Level 2 and 3 only)

EVIDENCE OF COMPETENCY

Organizational plan and scenarios prepared and followed

- o **Variety of scenarios used for each group**
- o **Start up sheet used**
- o **Student checklists used**

Students proceed at own speed

Students always engaged

Students work with a sense of urgency

One group debriefed at a time

General awareness of entire class activity while debriefing each group

Each group monitored with minimum interruption

Each student evaluated on completion of scenario or skill

Further scenarios assigned for weak areas

OBSERVATIONS THAT PROVIDE EVIDENCE OF COMPETENCY/LACK OF COMPETENCY

- minor wound cards were used to maximize student time on task
- critical errors focused on
- corrective feedback was used
- understanding was confirmed
- problem-solving was encouraged
- students were evaluated individually

- inconsistent use of start up sheet created some delays; an opportunity to work on weak areas was missed

Recommendations:

1. Re-read chapter 4 of the Instructor Reference Guide.

Follow Up Action/Remediation (if required):

Discuss ways to improve consistency in use of start up sheet with agency owner.

Date: January 15, 2005

Next Monitoring Date: