



DEPARTMENT OF THE NAVY
BUREAU OF MEDICINE AND SURGERY
2300 E STREET NW
WASHINGTON DC 20372-5300

IN REPLY REFER TO

BUMEDINST 1540.2
BUMED-53
11 Feb 97

BUMED INSTRUCTION 1540.2

From: Chief, Bureau of Medicine and Surgery

Subj: TECHNICAL INSTRUCTOR EVALUATION

Ref: (a) Handbook of Accreditation, Accrediting Commission,
Council on Occupational Education (NOTAL)

Encl: (1) Technical Instructor Evaluation
(2) Observation of Instruction in Classroom or Laboratory

1. Purpose. To establish policy and provide guidance to evaluate instructors in Medical Department technical education and training programs.

2. Cancellation. HSETCINST 1540.3A.

3. Scope

a. All personnel, officer and enlisted, assigned to instructor billets in technical education and training programs within the Medical Department will be evaluated using the procedures in this instruction.

b. Personnel serving as instructors on a part-time basis may be evaluated using either or both of the enclosures to this instruction.

c. Applicable portions of enclosure (1) may be used to evaluate personnel whose primary duty is academic support rather than classroom or laboratory instruction.

4. Background. Instructor evaluation is integral to continual improvement of the total instructional program to provide for effective student learning. Instructor evaluation improves instructor skills by providing constructive feedback based on observed performance. Secondly, it helps to identify instructors who, after counseling, guidance, and supervision, are unable or unwilling to improve sufficiently to function effectively as instructors. Reference (a) defines standards for institutional accreditation by the Council on Occupational Education, including instructor requirements.

5. Instructor Competencies. Personnel assigned to instructor billets in technical education and training programs will be evaluated on the four instructor competencies shown on the enclosure (1) checklist. These competencies are:

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a. Instruction. Instruction of students in the classroom, laboratory or clinic, one-to-one instruction, and academic counseling.

b. Planning and Curriculum Development. Designing and developing courses or lessons, preparing and maintaining training materials and instructional aids, and writing and reviewing test items.

c. Technical or Professional Expertise and Growth. Demonstrated knowledge of subject matter, attainment of technical skills, and individual initiative to maintain and update knowledge and skills.

d. Team Contribution. Demonstrated commitment to team, department, and school efforts in creating the optimal learning climate for students.

6. Procedures for Instructor Evaluation

a. Management of the Evaluation Program. The academic director, training director, or an instructional systems specialist will be responsible for the instructor evaluation program and for designating evaluators for all instructors.

b. Evaluators. Instructors may be evaluated by the course director, the academic or training director, an education or instructional systems specialist, or a master training specialist. Enclosure (1) is completed by the course director or school head in most programs.

c. Elements and Frequency. Evaluate each instructor on the four competencies listed in paragraph 5 at least once annually, using enclosures (1) and (2). Complete at least two observations of new instructors, using enclosure (2), within the first 6 months of their instructional duties. Commands may supplement enclosure (2) with additional elements, if needed.

d. Reviewing the Evaluation of Competencies. After completing enclosure (1), the evaluator will meet with the instructor in conference to review the evaluation and discuss the instructor's strengths and needs for improvement. The evaluator will assist the instructor in making a plan for improvement for any items marked NI (needs improvement). Both instructor and evaluator sign the evaluation checklist. The instructor's signature does not necessarily indicate agreement with the evaluation, but only that the instructor is aware of what is recorded on the evaluation checklist.

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e. Documentation. All evaluation checklists will be kept on file for the duration of an instructor's tour of duty, plus 1 year after transfer.

7. Action. All training activities conducting Medical Department technical training programs must implement a formal program for evaluating instructors, following this instruction.


HAROLD M. KOENIG

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TECHNICAL INSTRUCTOR EVALUATION

INSTRUCTOR: _____

DATE: _____

EVALUATOR: _____

INSTRUCTOR'S OVERALL PERFORMANCE (check one)

Satisfactory _____ Unsatisfactory _____

Scoring key: SAT = Satisfactory
NI = Needs Improvement
NA = Not applicable

Directions for Scoring: Place a check in the appropriate column next to each item. In the "Comments" block for each section, explain any items marked NI. Overall performance is satisfactory if all applicable starred items are marked SAT and no more than three other items are marked NI.

<u>Instruction</u>	SAT	NI	NA
*1. Performs effectively in the classroom and laboratory, as documented by the Observation of Instruction in Classroom or Laboratory (attach copy of checklist).	_____	_____	_____
*2. Maintains an effective leadership role with students, both in and out of the classroom.	_____	_____	_____
3. Provides academic counseling to students to promote learning and positive attitudes; is accessible to students who need help.	_____	_____	_____
*4. Displays behavior consistent with high professional, technical, military, and ethical standards.	_____	_____	_____

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Planning and Curriculum Development

SAT NI NA

- | | | | |
|--|---|---|---|
| 1. Contributes to curriculum development projects and works effectively within curriculum policies and procedures. | — | — | — |
| 2. Develops or updates instructional materials and aids (e.g., developing or updating lesson topic guides, visual aids, student activities, and study guides). | — | — | — |
| 3. Organizes time and materials effectively. | — | — | — |

Comments:

Technical or Professional Expertise and Growth

SAT NI NA

- | | | | |
|---|---|---|---|
| *1. Conveys accurate information about the currently accepted practices in his or her technical or professional field. | — | — | — |
| *2. Displays technical competence in the laboratory or clinical setting. | — | — | — |
| 3. Presents information clearly in writing and in oral presentation. | — | — | — |
| 4. Takes measures to keep professional or technical skills current (e.g., reading journals, participating in professional associations, or attending training). | — | — | — |

Comments:

Team Contribution

	SAT	NI	NA
1. Works cooperatively with other instructors to improve student learning.	—	—	—
2. Provides assistance and support for less experienced instructors.	—	—	—

Comments:

I certify that the evaluation and comments above have been reviewed with the instructor.

Instructor signature and date: _____

Evaluator signature and date: _____

Instructor's plan for growth and improvement (plan should address any item marked NI):

OBSERVATION OF INSTRUCTION IN CLASSROOM OR LABORATORY

INSTRUCTOR: _____

DATE: _____

EVALUATOR: _____

INSTRUCTOR'S OVERALL PERFORMANCE (check one)

Satisfactory _____ Unsatisfactory _____

Scoring key: YES = Satisfactory
NI = Needs improvement
NO = Applicable, but not performed
NA = Not applicable or not observed

Directions for Scoring: Place a check in the appropriate column next to each item. In the "Comments" block for each section, explain any items marked NI or NO. Overall performance is satisfactory if all applicable starred items are marked YES, no items are marked NO, and no more than three unstarred items are marked NI.

<u>Attention</u>	YES	NI	NO	NA
1. Greets class.	_____	_____	_____	_____
2. Introduces self (first class).	_____	_____	_____	_____
3. Gives qualifications (first class).	_____	_____	_____	_____

<u>Lesson Overview</u>	YES	NI	NO	NA
1. Identifies lesson topic.	_____	_____	_____	_____
*2. States purpose and importance of lesson.	_____	_____	_____	_____
*3. Explains learning objectives.	_____	_____	_____	_____
*4. Identifies major points to be covered.	_____	_____	_____	_____

<u>Lesson--Classroom</u>	YES	NI	NO	NA
*1. Follows LTG (Note: Reading the presentation from the LTG, except for clarity or precision, should result in an "NI" rating).	_____	_____	_____	_____
2. Uses appropriate examples in explanations.	_____	_____	_____	_____

<u>Lesson--Classroom (Continued)</u>	YES	NI	NO	NA
3. Uses motivational factors.	___	___	___	___
*4. Maintains class control.	___	___	___	___
5. Maintains student interest.	___	___	___	___
*6. Demonstrates knowledge of subject matter.	___	___	___	___
7. Selects and uses media, aids, and equipment effectively.	___	___	___	___
*8. Shows evidence of careful preparation.	___	___	___	___
9. Uses effective questioning techniques.	___	___	___	___
10. Speaks in a well-modulated voice.	___	___	___	___
11. Avoids distracting mannerisms.	___	___	___	___
12. Adjusts to unplanned situations.	___	___	___	___
13. Makes effective transitions from one point to another.	___	___	___	___
*14. Checks for student comprehension at least once during presentation.	___	___	___	___
<u>Laboratory Session</u>	YES	NI	NO	NA
*1. Identifies hazards and safety precautions.	___	___	___	___
*2. Requires safe practices.	___	___	___	___
*3. Provides constructive feedback to students.	___	___	___	___
<u>Summary and Review</u>	YES	NI	NO	NA
*1. Summarizes main points.	___	___	___	___
2. Links lesson objectives to course purpose.	___	___	___	___
*3. Checks for student comprehension.	___	___	___	___

Comments:

I certify that the evaluation and comments above have been reviewed with the instructor.

Instructor signature and date: _____

Evaluator signature and date: _____

Instructor's plan for growth and improvement (plan should address any item marked NI or NO):