



**MUNICIPAL POLICE OFFICERS' EDUCATION AND TRAINING COMMISSION**  
 8002 Bretz Drive  
 Harrisburg, Pennsylvania 17112-9748  
[www.mpoetc.state.pa.us](http://www.mpoetc.state.pa.us)

**INSTRUCTOR EVALUATION FORM**

INSTRUCTOR NAME	LOCATION
COURSE TAUGHT	DATE(S)

**PHYSICAL APPEARANCE AND ATTIRE:**

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

**COMMUNICATION SKILLS:**

Verbal qualities including volume, tone, rate of speech, clarity, pronunciation, and use of humor

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

**TEACHING TECHNIQUES:**

Preparation and organizational skills

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

Ability to follow the lesson plan and present information in an orderly, clear, and logical manner

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

Knowledge of the material and ability to provide accurate and effective explanations when necessary

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

Use of questions, examples, and class discussion to stimulate participation

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

Use of conversational tone and good presentation skills (i.e. not reading slides)

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

Review of learning objectives and material covered during the lesson

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

Demonstration of all required skills for performance-based lessons

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

Fair and accurate assessment of skills performed by students during performance-based lessons

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

Consideration of all safety factors and concerns involved in providing instruction on this topic

Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
--------------	-------------------	----------------	------------------

**COMMENTS:**

EVALUATOR PRINTED NAME	SIGNATURE
------------------------	-----------

## **INSTRUCTIONS AND CRITERIA FOR COMPLETING THE MPO-233 INSTRUCTOR EVALUATION FORM**

Descriptions of acceptable behaviors or traits are provided for each evaluated area. Evaluators should identify when instructors fail to meet the standard by marking either “unacceptable” or “needs improvement” and should provide explanatory comments. Evaluators should also note when instructors consistently exceed the standard by marking “exceeds standard” and providing comments explaining. Comments are not required when instructors “meet standard”.

### **PHYSICAL APPEARANCE AND ATTIRE:**

- An appropriate physical appearance consists of proper hygiene and grooming.
- Appropriate attire for type of training being conducted may include suits or business casual for classroom training, gym clothing for physical training, range attire for firearms training, etc.

### **COMMUNICATION SKILLS:**

- **Proper volume-** Instructor speaks loudly enough to be heard over any ambient noise in the rear of the room.
- **Proper tone-** Instructor speaks with an appropriate tone of voice. Instructor avoids addressing the class in an accusatory, demeaning, hostile, or otherwise inappropriate tone of voice, unless doing so to illustrate a point related to the lesson plan.
- **Appropriate rate of speech-** Instructor speaks at a rate that facilitates comprehension, i.e. not too fast, or not too slow unless doing so to illustrate a point related to the lesson plan.
- **Clarity of speech-** Instructor speaks with sufficient clarity as to be understood and does not mumble or slur their speech unless doing so to illustrate a point related to the lesson plan. Avoids filler words (Um, Uh, etc.)
- **Proper pronunciation-** Instructor pronounces common words appropriately, even though they may occasionally mispronounce technical and uncommon words or terms.

### **TEACHING TECHNIQUES:**

- **Preparation and organizational skills-** Instructor possesses and has made ready all equipment, supplies, etc. needed to present material. Instructor appears familiar with the course materials, concepts, and presentation.
- **Ability to follow lesson plan and presents information in orderly, clear, logical manner outline-** Instructor presents material in an order consistent with the Commission’s section outline. Instructor’s presentation is logical, clear, and orderly. Instructor presents information from general to specific, from simple to complex etc.
- **Knowledge of the material and ability to provide accurate and effective explanations when necessary -** Instructor presents course material in a confident and authoritative manner. This does not require that an instructor is an expert in the subject matter, only that they are able to present the material effectively. Provides effective explanations of content, videos, PowerPoint slides, and class questions by explaining the lesson plan content, using instructor reference material contained in the lesson plan, or other accurate information obtained by the instructor’s research. Under certain circumstances instructors may call upon the expertise of other class members to clarify the above issues.
- **Use of questions, examples, and class discussion to stimulate participation-** Instructor asks and provides students with the opportunity to answer appropriate questions. Appropriate questions relate to course material. Instructor ensures that the course presentation is not sidetracked or unnecessarily burdened by questions. Instructor provides examples of personal experiences, case studies, experiences of other officers, and scenarios in illustrating course material. Instructor ensures that the course presentation is not sidetracked or unnecessarily burdened by examples, scenarios etc.
- **Use of conversational tone and good presentation skills (i.e. not reading slides)-** Instructor presents information in a conversational tone and without reading course materials. Instructor reads portions of the course material only when an accurate rendering of laws, statutes, or other technically oriented material is needed. However, instructor does not present course material by simply reading the lesson plan.
- **Review of learning objectives and material covered during the lesson-** If an instructor conducts a review of course material; it is done in an appropriate manner, i.e. instructor refrains from reading test questions to class, giving distracters, or taking any other action that the Commission would consider inappropriate, unprofessional, or engaged in cheating.
- **Demonstration of all required skills for performance-based lessons-** Instructor knowledge and skills competence are evident in the presentation of training. Instructor explains what skill needs to be performed, various ways it can be performed, when it needs to be performed, and why it needs to be performed. Instructor explains and demonstrates the various steps methods, and sequence in which a skill needs to be performed. Instructor walks participants through the steps of the skill various times while assessing participant’s performance. Instructor provides adequate practice required to perform skill adequately.
- **Fair and accurate assessment of skills performed by students during performance-based lessons-** Instructor communicates practice and drill instructions and corrective actions in a clear and effective manner without embarrassing or demeaning participant. Assesses performance accurately and fairly- Instructor scores targets and skills performance accurately and fairly, records performances in accordance with required skills checklists and performance assessments.
- **Consideration of all safety factors and concerns involved in providing instruction on this topic-** Instructor is mindful of and responsive to safety issues during practice and drill sessions, performance assessments and qualification courses. All physical skills activities are conducted according to appropriate safety protocols.