



Instructor Rubric Form

	Level A	Level B	Level C	Level D
Preparation	Learning activities only engages a minimal number of participants. Physical resources show minimal suitability to learning activities.	Some participants in attendance showed they were engaged. Physical resources are adequately suitable to learning activities	. Most activities are engaging and meaningful to most participants Physical resources are extremely suitable to learning activities.	Activities are designed to engage all participants. Physical resources are extremely suitable Adaptation happens with ease.
Comments				
Presentation	Sporadically manages classroom procedures, Large amount of lost instructional time. Participants are passive participants in the lesson and their learning.	Manages classroom procedures, moderately well. Some loss of instructional time. Participants are compliant but exhibit little enthusiasm for their learning	Efficiently manages classroom procedures, Minimal loss of instructional time. Participants are engaged in exploring content. through a variety of means	Manages classroom procedures through well-established routines. Makes full use of instructional time. Participants initiate or adapt activities to enhance their understanding
Comments				
Communication	Errors in speaking, writing results in participant confusion. Feedback is not clear Questioning is random and unplanned.	Ineffective language is clarified after initial participant confusion. Feedback quality is inconsistent. Most participants are not engaged in the discussion.	Uses level appropriate, content to build participant understanding. Feedback to participants is of consistently high quality. Participants are actively engaged in meaningful dialogue and discussion	Creates and builds vocabulary to enrich every topic. Feedback is of high quality, and participants make use of the feedback Questions elicit deep understanding. Adequate time for participant response is evident.
Comments				
Methods	Unaware of the variety of Instructional strategies. Hesitant to provide explanations. Has difficulty answering questions unprepared for. Will not deviate from scripted discussions.	Aware of a variety of strategies Provides basic explanations about rules, mechanics or systems. Hesitantly answer questions not prepared for. Provides some deviation from script for discussions.	Regularly uses a variety of strategies appropriately Provides thorough explanations about rules, mechanics or systems. Can answer questions not prepared for. Creates alternative scenarios for discussions.	Uses a wide array of powerful strategies purposefully Provides clear explanations about rules, mechanics or systems. Provides quality answers not prepared for. Creates interesting scenarios for discussions.
Comments				
Attitude	Is reluctantly receptive to feedback from participants and supervisors. Resistant to participant's discussion.	Accepts feedback reluctantly from participants and supervisors. Open to participant discussions.	Demonstrates an open commitment to feedback from participants and supervisors. Actualizes changes to improve professional practice.	Demonstrates a commitment to learning and shares it regularly with colleagues. Actively seeks feedback from participants and supervisors.
Comments				

Evaluator: _____

Clinic: _____

Umpire: _____

Province: _____

“Look For’s” in Clinic Instructors

Preparation

- Agenda in place and followed.
- Arranges physical space to allow for different activities to occur.
- Technology prepared and accents instruction.
- Materials (print, audio, video) are available when needed.
- Activities are appropriate for course/participants.
- Punctuality and Pace are followed.

Communication

- Speaks clearly, fluidly and logically on topics.
- Uses appropriate non-verbal communication to accent.
- Rephrases information when participants are unclear
- Speaks with appropriate terminology for level of participant.
- Communicates clear directions for each activity.
- Communicates feedback for participants to succeed.

Presentation

- Gets and keeps attention of participants.
- Handles questions and encourages discussion.
- Handles different types of aides (technology, props, and boards).
- Handles transitions between activities.
- Keeps self and participants on topic.
- Moves people to correct groupings and setup for activities.
- Actively involves participants in presentation.

Methods

- Can discuss scenarios and questions not prepared for
- Activities address a variety of Learning Styles
- Uses progression of activities – Easy to Complex
- Uses Gradual Release (I do, We do, You do) to involve participants
- Uses participants comments and actions to assess learning
- Adjusts instruction to fit level/experience of participants

Attitude

- Participants feel comfortable to approach and ask questions
- Can adapt activities to fit participants needs and wants
- Brings topics to life through dynamism (enthusiasm, confidence)
- Maintains control despite participant comments and actions
- Open to feedback from participants and supervisors
- Looks to improve practice through comments and critiques



Evaluator Rubric Form