Sample Passing Student-Instructor Cognitive Teaching Demonstration Evaluation

Student-Instructor	William James
Topic	Types of Fire Service Ground Ladders
Level of Instruction	II
Date	October 11
Evaluator	Colleen Buhler
Primary or Secondary	Primary

Evaluation Components		Considerations	Yes	No	P/F
1.	**Classroom Management***	Seating arrangement, lighting, distractions	X		P
	Comments: Used the chevron design. Dimmed the lights.				
2.	**Learning Objective***	Must include condition, behavior, standard	X		P
	Comments: Clearly stated.				
3.	**Preparation***	ACID (attention, curiosity, interest, desire) BASE (begin associating students and experiences)	X		P
	Comments: Provided great facts/statistics on importance of materials.				
4a.	**Presentation: Content***	Lesson flow: known to unknown	X		P
	Comments: Good flow of material; referred to what students had already learned, then proceeded with new material.				
4b.	**Presentation: Verbal Communication***	Volume, clarity, interferences	X		P
	Comments: Started a bit quiet but grew louder. Overused the term “fantastic” when affirming student responses.				
4c.	**Presentation: Nonverbal Communication**	Eye contact, gestures, distracting mannerisms	X		P
	Comments: Maintained good eye contact with the entire class. Started a bit quiet but grew louder. Overused the term “fantastic” when affirming student responses.				
5a.	**Application: Audiovisual Training Aids***	Easily seen, support lecture, used effectively	X		P

Evaluation Components		Considerations	Yes	No	P/F
	Comments: Used overhead questions frequently but exclusively. Vary it up a little!				
6.	**Summary***		X		P
	Comments: Summary was adequate for overall lesson plan.				
7.	**Evaluation**		X		P
	Comments: Gave clear instructions on how to complete the quiz and how to submit it.				
8.	**Assignment**		X		P
	Comments: Assignment given to students to be completed by given date.				

Actual Teaching Time:	14:40
Grade (Pass/Fail):	Pass
Overall Comments:	Good vocal volume and shared eye contact will all students. Covered all aspects of SBO. Could increase active learning environment in future lessons.

* Indicates a critical component. Failure on a critical component will result in failure of the teaching demonstration.