

# Criminal Justice Instructor Development Course (CJ-IDC)

## Performance Assessment Task 1

# \*\*\* Instructor Candidate Teaching Assignment

<b>Developer(s)</b>	Wisconsin Department of Justice, Training and Standards Bureau
<b>Development Date</b>	12/04/2012
<b>Revision Date</b>	09/07/2016
<b>Environment</b>	Other
<b>Strategy</b>	Oral Presentation
<b>Evaluators</b>	Instructor, Peer, Self

### ***Target Performance - Competencies***

This performance assessment task gives you an opportunity to document your achievement of the following skills, knowledge, and abilities

6. **Prepare and present a teaching assignment. \***

### ***Directions to Instructor Candidates***

For this performance assessment task, you will prepare a teaching assignment and teach it to the class. Your instructor may ask you to complete this assignment alone or working with a partner or small group.

1. Review your teaching assignment.
2. Ask any clarifying questions to help you understand your teaching assignment.
3. Prepare your teaching assignment using the LESB approved training manuals and any supporting materials such as power points, attachments, and handouts for the topic you are assigned.
4. Present your teaching assignment to the class. Ensure you use the proper training materials, have other instructor candidates participate in all activities required, and evaluate the instructor candidates using the standards set forth in the instructor manual. In other words, teach the assignment exactly as you would during a real course using your fellow instructor candidates as your students.
5. If your assigned topic includes running a practical exercise, you are responsible for organizing the class, supplies, resources, etc., to run that practical exercise like you would during a real course. Ensure you work with the MIT to coordinate any supplies and resources you will need.
6. When other instructor candidates are presenting their teaching assignments, use the peer review form to critique their performance. Turn this form in when asked to do so by the MIT. Each instructor candidate will get the written feedback forms back at the end of the class.

## ***Directions to Evaluator***

Assigning the teaching assignments:

On the first day, or towards the beginning, of the CJ-IDC course, assign each instructor candidate a topic to teach from a basic LESB course (you may assign a topic based on the instructor candidates interest in becoming an instructor in a specific topic or you can assign other topics not related to the LESB materials). If using the LESB approved courses, tell the instructor candidates that they must teach the topics according to the lesson plans in the topic specific basic instructor manual. This may include using the power points, handouts, and attachments that coincide with each lesson plan for that topic. When an activity or skill must be taught, candidates need to run the students through the full skill session and evaluate their performance on those skills just as they would if running a real basic course. The teaching assignments can be done as individuals or as team teaching depending on the size of your instructor class.

When presenting the teaching assignments:

1. Distribute peer review forms to each instructor candidate.
2. Tell instructor candidates that their presentations will be critiqued by you and a couple of their peers.
3. Organize the instructor candidates to teach their assigned topics.
4. Critique the instructor candidates' presentations using the instructor critique form (score sheet) located at the end of this PAT. Use a new score sheet for each of the presentations per instructor candidate. (Each instructor candidate should have one completed critique by you.)
5. Instruct at least two instructor candidates to complete a peer review form on instructor candidates as they present their teaching assignment. Rotate which two conduct the peer reviews as instructor candidates give their presentations until everyone has a chance to complete a peer review. Tell them they will also verbally critique the other candidates, but their peer review forms should be written clearly and concisely since they will be given back to instructor candidates at the end of the class. (This gives instructor candidates a chance to practice giving verbal and written feedback.)
6. Rotate the instructor candidates through their presentations.
7. At the end of each presentation, do a brief feedback session with the presenters. First, ask the instructor candidate who just did their presentation how they think their presentation went and solicit feedback from them. Next, ask the other instructor candidates who completed the peer reviews to provide feedback to the presenter. Finally, provide your feedback to the presenter.
8. At the end of the presentations, collect the peer review forms, group them by name, and then return them to the instructor candidates so they can read the feedback provided on them. You can let them keep these peer review forms. (You may want to assess the instructor candidates written feedback as well. If they do not write their comments clearly or neatly, provide that feedback to the instructor candidate who wrote the peer review form. Instructors must be able to give verbal and written feedback to their students.)

## \*\*\* Instructor Candidate Presentation Critique Form

### Scoring Standard

Instructor candidates should receive a minimum of 3 on each standard. If instructor candidates receive a 2, they may be asked to present the topic again at a later time before they can pass the instructor course.

### Rating Scale

- 4 - Excellent
- 3 - Good
- 2 - Below average
- 1 - Poor

### Scoring Guide

<b>Criteria</b>	<b>Ratings</b>			
<b>During your presentation:</b>				
1. You spoke loudly and clearly.	4	3	2	1
2. You spoke at an even pace.	4	3	2	1
3. You made frequent eye contact.	4	3	2	1
4. Your presentation was logical and well organized.	4	3	2	1
5. Your presentation was consistent with the lesson plan.	4	3	2	1
6. You delivered all the necessary information in the allotted time.	4	3	2	1
7. You delivered accurate information.	4	3	2	1
8. You referred participants to the manual and handouts appropriately.	4	3	2	1
9. You were able to answer questions asked by the class.	4	3	2	1
10. The main points were clear in your presentation.	4	3	2	1
11. You engaged learners during your presentation.	4	3	2	1
<b>If an activity or skill session was conducted you:</b>				
1. Gave clear instructions so the participants knew what was expected of them.	4	3	2	1
2. Effectively and efficiently set up the skill session.	4	3	2	1
3. Effectively and efficiently conducted the skill session.	4	3	2	1

4. Provided coaching or prompting when needed.	4	3	2	1
5. Noticed and corrected participant errors.	4	3	2	1
6. Provided positive reinforcement and corrective feedback at appropriate times.	4	3	2	1
7. Gave suggestions for correcting errors.	4	3	2	1

**Comments:**

**Topic Taught** \_\_\_\_\_

**Final Rating** \_\_\_\_\_

**Instructor Candidate Name** \_\_\_\_\_

**Master Instructor Trainer Name** \_\_\_\_\_ **Date** \_\_\_\_\_