

INSTRUCTOR EXPECTATIONS

1. Professionalism

The instructor consistently serves as a professional role model, demonstrating the following:

- Is punctual and well organized for class.
- Wears appropriate attire and practices good hygiene.
 - Examples of appropriate attire include:
 - Custody staff - clean and complete authorized Department uniform
 - Non-custody staff - Dress pants, shirt, and tie, or dress pants/skirt and blouse
 - Examples of inappropriate attire include:
 - Clothing with mottos, logos, or advertisements that may be offensive or conflict with Department goals/values
- Demonstrates appropriate use of language and humor.
- Demonstrates a positive attitude toward the subject matter, site, and Department.
- Respects confidentiality in matters discussed within the learning environment.
- Models respect for diversity and equity issues in the classroom.
- Shows respect in use of state property and resources.
- Completes and submits all documentation and paperwork for training given.
- Commits to serving as an instructor for **at least 2 years** and may assist as a mentor to new instructors.
- Attends other Department performance development courses as required for certification (e.g., first aid, Quality, Defensive Tactics, etc.).

2. Class Preparation

The instructor consistently completes preparation activities in time to meet class schedules. These include, but are not limited to:

- Reviews lesson plan(s), including course/performance objectives and content, prior to the start of each class, to ensure s/he is ready to teach.
- Plans for responsibilities and transitions in advance when working with another instructor.
- Reviews previous class evaluations and other data to strengthen own performance.
- Ensures classroom is ready (e.g., equipment is in place and working, etc.) prior to the start of instruction and that everything is returned to order at the conclusion of class.

3. Class Participation/Management

The instructor generally encourages participation from all attendees/students in the class:

- Is consistently accessible to attendees/students during class and immediately before and after class.
- Refers to attendees/students by name.
- Uses positive reinforcement and feedback techniques.
- Reacts appropriately to both minimal and overt cues.
- Establishes a safe environment for instruction and learning.
- Maintains control of classroom situations.
- Uses attendees'/students' experiences and backgrounds as resources.
- Uses non-discriminatory language and treats attendees/students in an unbiased way.

INSTRUCTOR EXPECTATIONS

- Handles classroom problems in an appropriate manner.
- Refers issues likely to require action to the appropriate staff.
- Turns negative classroom situations into positive learning experiences.
- Ensures attendees/students sign the roster and documents any individuals who are late or do not show for the class.

4. **Communication**

The instructor demonstrates good presentation skills and communication techniques:

- Generally manages own nervousness so as not to detract from learning.
- Makes eye contact with attendees/students.
- Uses natural and non-distracting gestures and movements.
- Speaks in a clear and audible voice, with a variety of inflections.
- Uses the instructional delivery guide and other materials as a guide and not a script.
- Uses words that attendees/students understand or explains unfamiliar terminology.
- Exercises open communication style and allows questions.

5. **Content Delivery**

The instructor presents content accurately and thoroughly, as detailed in the curriculum and instructional guide:

- Provides an overview of the course at the beginning of each class.
- Explains course and lesson performance objectives.
- Provides content and procedure overviews.
- Reviews key points.
- Provides good summaries and transitions.
- Provides clear instructions on tests, exercises, and other activities.
- Adheres to specified schedules, beginning and ending on time.
- Presents all materials sequentially according to the curriculum and instructional guide.
- Demonstrates flexibility when necessary to meet the particular needs of the attendees/students.

6. **Class Questions and Review**

The instructor provides opportunity for questions and reviews:

- Uses open questions to solicit responses indicating knowledge, skills, and attitudes to assess individual and group learning.
- May use closed questions to end discussions.
- Uses questions and other conversational techniques to check for learning.
- Provides correct and concise answers to questions asked by attendees/students.
- Answers questions openly and completely.
- When unable to answer specific questions, admits not having the answer, then generally researches and uses the results to prepare for future sessions.
- Refers questions to attendees/students, when appropriate.
- Guides participants to reach answers themselves.
- Handles irrelevant questions or comments appropriately.

INSTRUCTOR EXPECTATIONS

7. **Instructional Aids/Strategies/Equipment**

The instructor uses instructional aids/strategies/equipment to enhance the learning environment:

- Demonstrates proficiency in using instructional aids.
- Follows specified safety practices in using instructional aids.
- Uses a variety of instructional aids and strategies that appeal to multiple learning styles and diverse learners.
- Provides regular opportunities for attendees/students to practice and receive feedback.
- Promotes the application, transfer, and retention of learning through the use of appropriate instructional strategies.

8. **Assessment**

Students:

- Monitors student progress during instruction.
- Provides developmental feedback to students to improve performance.
- Uses the assessment tools and methods identified in the instructional guide, applying them fairly and equitably.

Self:

- Reviews student, peer, and supervisory feedback on performance and uses information to improve delivery.
- Conducts self-assessment and takes action to improve skills.
- Works with Regional Performance Consultant and subject matter experts to identify and correct areas requiring improvement.

9. **Practitioner – Instructor Certification, if applicable**

In cooperation with Performance Consultants, the practitioner instructor must complete the requirements for professional-technical certification, including an instructor portfolio. Initial certification must be completed within one year. Re-certification is done every 3 years thereafter. The certification portfolio includes:

- Instructor application and résumé.
- Documented completion of professional-technical course and lab work (EDUC 160).
- Current first aid/CPR card.
- Professional Improvement Plan.