

NC CPS Instructor Candidate and Technician Course Assistant Process and Evaluation

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NC Child Passenger Safety Instructor Candidacy Process

Certified Technicians who wish to pursue their certification as a Nationally Certified Technician Instructor through NC-sponsored training classes, or who wish to teach NC-sponsored or developed classes other than the national curriculum, must adhere to guidelines above and beyond requirements set for approval as a Technician Instructor Candidate through the National Child Passenger Safety Board and the Safe Kids Worldwide CPS Certification Program. This process is required if the individual wishes to pursue their Instructor certification through NC-sponsored certification courses. The NC Training Committee has developed this process to provide a level of quality control within NC-sponsored certification courses. Refer to the "NC CPS Training Policies" on the buckleupnc.org website or contact the NC CPS resource Center at 800-672-4527 x2 for information on the complete policies and procedures.

A CPS Technician seeking to become an Instructor through NC-sponsored courses must:

1. Have been certified for a minimum of one year at the time of application to the NC Training Committee. Note that this is longer than the six-month minimum required by the national certification program.
2. Complete the NC CPSTI Candidate Application and submit it to the NC Training Committee.
3. Complete the registration and payment portion of the Instructor Candidacy process as required by the Safe Kids Worldwide (SKW) CPS Certification program (www.safekids.org/certification).

Please note that steps 2 and 3 can be completed simultaneously, but the Safe Kids CPS Certification Program and the NC CPS Training Committee recommend that Technicians interested in becoming an Instructor serve as a Course Assistant in a certification class, and decide if they want to continue with the process, before completing the registration and payment portion of the Safe Kids CPS Instructor Candidacy process.

In addition to other Safe Kids CPS Certification requirements, a Child Passenger Safety Technician (CPST) who wishes to pursue his/her certification as a Child Passenger Safety Technician Instructor (CPSTI) must first participate as a Technician Course Assistant in a CPS certification course.

As noted above, Certified Technicians who wish to pursue their Instructor certification through NC-sponsored training classes must complete the NC CPSTI Candidate Application (available for download on the buckleupnc.org website) and submit it to the NC Training Committee. After the NC CPSTI Candidate Application has been received by the NC Training Committee, one or more delegated Committee representatives will contact and work with the Technician to select a certification course for the Candidate to serve in as a Course Assistant. The Instructor team for the selected class will conduct a thorough and objective evaluation of the Course Assistant's CPS knowledge, technical skills, and interpersonal skills and his/her readiness to continue with the Instructor Candidacy process.

For purposes of this evaluation, the Course Assistant will be assigned to a class where he/she has no personal or professional ties with any of the instructor/mentoring team in the class. Furthermore, only 1 Course Assistant being evaluated for readiness to continue with the Instructor Candidacy process (or 1 Instructor Candidate) will be assigned to any given Certification class.

There will be no financial reimbursement by the State of NC to the NC CPS Technician for expenses incurred to participate as a Course Assistant. The NC CPS Training Committee encourages persons seeking to serve as Course Assistants to seek reimbursement for travel expenses from their employer/sponsoring agencies. In the event an individual cannot get travel expenses covered by his/her employer/sponsoring agency, the NC Training Committee will make every effort to select a class that is as close to the individual's residence as possible.

Actual Instructor skills are not evaluated during the Course Assistant class(es) since the CPS Technician Assistant does not lecture, grade or sign off skills tests. Categories of instructor skills that will be evaluated by Instructor Mentors during a Technician's actual Instructor Candidacy class can be found on the last page following the Course Assistant evaluation. This instructor skills information is provided solely on a "for your information" basis and will not be used for purposes of evaluating a Course Assistant.

Roles and Responsibilities of a Course Assistant

Roles and Responsibilities of a Course Assistant (as specified in part by the Safe Kids CPS Certification Program) are as follow:

- The CPS Technician interested in participating in a particular Certification class as a Course Assistant for purposes of pursuing their CPS Instructor certification must obtain permission from the Lead Instructor and a designated representative of the NC CPS Training Committee before doing so.
- The Course Assistant does not lecture, grade or sign off skills tests.
- The Course Assistant must be present for the entire class - this includes participation in the required pre-class instructor meeting. The Course Assistant should also participate in any other planning meetings held by the Instructor team unless excused by the Lead Instructor.
- The Course Assistant must participate in setting up the classroom and help set up and participate in classroom and outdoor exercises.
- The Course Assistant should observe all aspects of course including various teaching styles of all instructors. The Course Assistant should be in the classroom observing the Instructors and classroom interactions whenever he/she is not assisting with setting up exercises or engaged in other Instructor-assigned duties.
- The Course Assistant can begin to get familiar with what is involved in conducting a CPS certification class by reading the "National CPD Certification Training Program Planning and Logistics Guide" that can be downloaded and/or printed from the cpsboard.org website.

Refer to "Guidelines for Technician Course Assistant Assignments During CPS Certification Courses" below for a listing of specific tasks a Course Assistant might be assigned during a class.

Roles and Responsibilities of a Mentoring Instructor

One or more Certified Instructors will be asked to serve as a mentor/evaluator for a Technician Course Assistant in a North Carolina sponsored CPS training class. Most Technicians approved through this process will continue in their efforts to become certified to teach National CPS Certification classes. **THUS, MENTORS SHOULD TAKE THIS RESPONSIBILITY VERY SERIOUSLY.**

The attached worksheet is a valuable tool that allows Certified Instructors to comprehensively and objectively evaluate the technical and interpersonal skills of a Course Assistant. This worksheet should be used throughout the course to track the progress of the Course Assistant as he/she interacts with the class and performs other course assignments such as helping to set up hands-on exercises and skills tests.

Mentoring Instructors must remember that the Technician Course Assistant does not lecture, grade or sign off skills tests. Therefore, actual Instructor skills of the Course Assistant are not evaluated. The instructor skills information found on the last page following the Course Assistant evaluation is provided solely on a “for your information” basis for the Course Assistant should he/she decide to continue with the Instructor Candidacy process.

Following are guidelines for Instructor mentors/evaluators to follow while acting as an Instructor Mentor/Evaluator:

- The Evaluation Worksheet is to be used throughout the class.
- Each Instructor who is acting as a mentor/evaluator for an Course Assistant should fill out a worksheet.
- An Instructor mentor/evaluator should be present in the classroom or location where the exercises are being conducted for all exercises the Course Assistant helps with.
- Evaluations of the Course Assistant should be reviewed and discussed with the Course Assistant by all mentors/evaluators at the end of each day.
- An Instructor mentor/evaluator should not assign a score of “acceptable” or better on any item or for the overall score unless the Course Assistant’s performance really is acceptable. Assigning an overall score of “acceptable” with the expectation, or hope, that the Course Assistant will improve is not appropriate and is unacceptable performance as a mentor/evaluator.
- Part of the reason the Technician is participating in a class as a Course Assistant is to learn what is involved in setting up and conducting a Certification class according to the curriculum guidelines. All Instructors on the team should make a an effort to look for ways to engage the Course Assistant in meaningful duties and should remember to explain and demonstrate different teaching methods and ways of conducting exercises.
- Instructors can also provide the Course Assistant with a copy of the “National CPD Certification Training Program Planning and Logistics Guide” that can be printed from the Instructor CD or downloaded from the cpsboard.org website.

Guidelines for Technician Course Assistant Assignments During CPS Certification Courses

One of the most important considerations for preparing a Technician for their role as a Course Assistant (CA) in a Certification class is that the CA should be told in advance of the class that they will be there at the class to help and to be tested at the same time, and that it is not going to be an easy week where they can sit back and check e-mail or read the paper during class. This holds true for the Mentoring Instructor also. The Mentor selected should be motivated to carry out the process with initiative and enthusiasm to help the Technician learn what is involved in being an Instructor for a Certification class and if he/she is ready and willing to continue with the process. The Mentor should be there working with the CA so the CA won't feel like a “gofer” (go fer this, go fer that).

Following below are suggestions for ways to actively engage the Course Assistant in the class in a meaningful way and also provide the Mentor and other Instructors with ample opportunities to evaluate the technical and interpersonal skills of the CA. There should be a number of other things that can be done or tasks assigned to the CA, depending on the agenda being used. Suggested Tasks for the Course Assistant are as follow:

Pre-Class Instructor Meeting:

Introduce the Course Assistant (CA) to the others on the team and review how the CA will fit in during the week as a part of the team while also conducting a thorough assessment of his/her technical and interpersonal skills.

Day 1 of Class:

- The CA should stay in the class until the "Meet Your Neighbor" activity is done so he/she will get some idea of the backgrounds of the students in the class.
- After the "Meet Your Neighbor" activity, accompany Instructors outside to look at the students cars to see what types of belt systems will be available for the week. The CA should be able to find all air bags, latch, tether anchors, and correctly identify the belt systems in each vehicle. The instructor/mentor should record the restraint systems information as it will be used all week. This is a good time to ask a few questions to find out how well the CA understands how belts work. For example, what is the difference between a belt sensitive and a vehicle sensitive ELR retractor, and how does it affect CR installation? Are there any vehicles that would require a locking clip? What 3 things must be present to use a locking clip? Another suggestion is to assign the CA "Keeper of the Keys" duty for the week.
- Back inside class, the Instructors should be getting close to Chapter 4, Belts with Pre-Crash Locking Features. The CA should be able to look through the equipment box and find examples of latch plates and retractors that will be needed for the Chapter 4 lecture.
- While the Chapter 4 lecture is going on, the CA can be used for preparation of Chapter 5, Belts without Pre-Crash Locking Features. Getting latchplates, retractors, etc. as well as webbing for practice with belt-shortening clips. Instructors should have the CA get several seats from the trailer that have lock-offs for class demo by the instructors. The CA should be familiar with a few seats with lock-offs.
- Post-class Instructor Meeting for Day 1: Review events of the day with the CA and ask if he/she has questions or concerns about any aspects of the class.
- The second day usually starts with the hands-on examination of the belt systems that lets students diagnose what is in the vehicles selected by the Instructors. Have the CA think through which vehicles could be used for the familiarization exercise, keeping in mind which ones that may be needed to hold back for the Skills Test #1 which is later during Day 2.

Day 2 of Class:

- The CA can help move vehicles chosen for the hands-on examination of the belt systems and help post numbers on them during the morning review in preparation for the exercise.
- Depending on the number of Instructors, and the way the exercise is conducted, the CA can stay with the mentor during the hands-exercise or can assist another Instructor in getting those seats which would be good for Chapter 8, "Introduction to Child Restraints". The CA should be able to suggest some seats which have features (e.g., lock-offs, splitter plates, recline adjusters, recline indicators, harness types, etc.) the Instructors will want to point out in class.
- Later, during Quiz #2, there is time to use the CA to prepare for the next exercise. One recommendation is to do the Recall exercise after lunch which gives the other instructors time to set up the cars being used for Skills #1. The CA would hopefully be able to recognize some seats that should be under recall and help as a "Vanna" in class. It would be good for the CA to hear the questions being asked during the exercise instead of helping outside with the vehicles.
- While Skills #1 is being done, the CA can help the instructor doing Chapter 9, "Rear-Facing Restraints," in selecting the seats and preparing for that chapter. The CA can also be observing the manner in which the Skills #1 test is conducted while not helping prepare for Chapter 9.

- Post-class Instructor Meeting for Day 2: Review events of the day with the CA and ask if he/she has questions or concerns about any aspects of the class. The mentoring Instructor should review the agenda for the next day and discuss which tasks the CA will be asked to assist with.

Day 3 of Class:

- Day 3 starts with a review, which give the CA another opportunity to assist the instructor in picking seats for Chapter 10, "Forward Facing Restraints". Chapter 10 usually lasts until close to lunch time. During this chapter, the Instructors can set up 4 misuse vehicles in the parking lot and then have pairs of students assess the misuse just before going to lunch. This can be a good opportunity to let the CA choose which misuses to demonstrate based on their experience with what they have experienced as being common misuses in the clinics they have worked or are common at their checking stations.
- While setting up for this exercise, the mentor can set up a couple while the CA is setting up a couple, and they can each diagnose each others' misuses. The guidelines for setting up misuse should be discussed: No touching is wanted or necessary for the misuse set-ups, so the misuse has to be able to be seen; the labels which need to be read on the seat have to be facing the correct side of the vehicle; realistic ages and weights of children need to be placed on the cars; etc. After lunch or whenever it is time to review the misuse scenarios, the mentor should go over the them and the CA should be there to listen to what the students found and how they found it.
- The practice installations are typically done next, and the CA can move vehicles, get noodles, etc. It would be a good idea for the CA to stay around the mentor as he/she works with a group to see what sort of troubles they run into and how it is handled. If the mentor and the TA are both comfortable with the CA doing so, the CA can then work with some of the students while the mentor observes. This gives the CA some experience working on skills with the students and provides the mentor with a chance to evaluate how well the CA works with the students.
- Post-class Instructor Meeting for Day 3: Review events of the day with the CA and ask if he/she has questions or concerns about any aspects of the class. The mentoring Instructor should review the agenda for the next day and discuss which tasks the CA will be asked to assist with.

Day 4 of Class:

- On the last day, it is good to have some help in setting up Skills tests #2 and #3. The CA can set up, or help set up, the misuse, and post numbers etc. on vehicles. It is suggested that the mentoring Instructor be in charge of, or assist with, setting up the skills evaluations so the CA can see how the team works together to get 12 cars moved, 6 misuse scenarios set up, and all numbers posted in the 45 minutes or so that they have to work with.
- Each day, the mentor has a chance to do an evaluation of the CA with suggestions for improvement. During the clinic, the Mentor needs to take the time to make sure the CA understands the steps in the Instructor Candidacy track, as well as constructive criticism of their performance. The paperwork for the CA process of the week should be completed and given to the Lead Instructor before the clinic ends or during the after-clinic de-briefing.

Using The NC CPS Technician Course Assistant Evaluation Worksheet

1. Skills being evaluated with the NC CPS Technician Course Assistant Evaluation Worksheet are grouped into two main categories: technical & hands-on skills, and interpersonal & team skills.
2. Space has been provided to assess technical & hands-on, and interpersonal & team skills on an interim basis during the course of the training class as well as final assessments to be made at the conclusion of the course. At the end of each day, and for each of the skills listed, enter the appropriate letter code in the "Daily Ratings" column. At the end of the class, and for each of the skills listed, enter the appropriate letter code in the "Final Ratings" column. Blue or black ink should be used for all final ratings.

3. Rate each relevant skill as either Excellent (E), Acceptable (A), Conditionally Acceptable (C), or Unacceptable (U). “Conditionally Acceptable” or “Unacceptable” ratings should improve during the course of the class. The worksheet asks evaluators to evaluate and rate the Course Assistant on 20 different “skills” and should be rated according to the following guidelines:
 - Excellent (E): Knowledge demonstrated by the Technician Course Assistant (Assistant) is clearly current and within the standardized curricula content. Technical knowledge clearly exceeds levels to be expected the “average” Technician. Interpersonal skills effectively facilitate learning by the students as well as encourage and facilitate team work among the instructors.
 - Acceptable (A): Knowledge demonstrated by the Assistant is current and within the standardized curriculum content. Technical knowledge meets levels to be expected the “average” Technician. Interpersonal skills satisfactorily facilitate learning by the students and as well as encourage and facilitate team work among the instructors.
 - Conditionally Acceptable (C): The technical or interpersonal skill in question requires some modification or improvement before receiving an “Acceptable” rating. “Conditionally Acceptable” ratings must be accompanied by verbal and written comments that provide specific constructive suggestions for skill improvement.
 - Unacceptable (U): Knowledge demonstrated by the Assistant is clearly incorrect, out-of-date, or not within the standardized curriculum content. Technical knowledge clearly fails to meet the level expected as acceptable for a potential Instructor. Interpersonal skills hinder learning by the students as well as discourage or hinder team work among the instructors.
 - Not Applicable (NA): Not applicable at the time evaluation was being conducted.
4. The “Final Rating” for each of the 20 items should be based on the overall performance by the Instructor Candidate.
5. At the end of the course, indicate the overall final score for the Instructor Candidate. Indicate any conditions that need to be met to bring any “Conditionally Acceptable” scores up to the “Acceptable” level and add any comments or suggestions as may be needed and appropriate.
6. The Course Assistant must secure at least 18 Final “Excellent” or “Acceptable” ratings in order to meet one of the minimum requirements to be approved pursue his/her Instructor Candidacy through NC-sponsored training classes or to be authorized to teach NC-sponsored or developed CPS classes.
7. The Instructor Mentor(s) must sign off on the Technician Course Assistant Evaluation Worksheet at the conclusion of the class. The Assistant must be informed of his/her pass/fail/conditional status at the conclusion of the class.
8. The Technician Course Assistant must sign the worksheet verifying that the mentoring/evaluating Instructors have discussed all concerns and recommendations with him/her.
9. The Technician Course Assistant should keep the original copies of all their Evaluation Worksheets until submitted to the NC CPS Resource Center.
10. The Lead Instructor for the class should keep a copy of this evaluation with other course materials.
11. It is strongly suggested that all instructor mentor/evaluators make copies of the signed evaluation worksheets and other documentation for their own files.
12. The completed Technician Course Assistant Worksheets should be submitted to: NC Child Passenger Safety Resource Center, UNC Highway Safety Research Center, 730 ML King Blvd., Suite 300, CB# 3430, Chapel Hill, NC 27599.

IMPORTANT NOTE: A Technician applying to the Safe Kids CPS Certification program to be approved as an Instructor Candidate must submit required documentation for SKW review as a step of the application process. For this step, the Instructor Candidate applicant must submit four testimonials testifying to technical and teaching skill and confirmation of course assistant completion. The Technician who receives a passing grade on their Course Assistant Evaluation must be sure to have a mentoring/evaluating Instructor sign the “Testimonial for CPS Skill and Course Assistant Completion by Current CPST Instructor” form included as a part of the required documentation.



NC CPS Training Program - Technician Course Assistant Evaluation Worksheet

Course Assistant Name and Cert. ID: _____

Course ID: _____

Lead Instructor Name and Cert. ID: _____

Mentor Instructor Name(s) and Cert. ID(s): _____

The Technician Course Assistant named above:

- Has **satisfactorily*** completed the minimum North Carolina Technician Course Assistant evaluation requirements for serving as an Instructor Candidate in a North Carolina sponsored National Standardized Child Passenger Safety Training Program class.
- Has not** satisfactorily completed the minimum North Carolina Technician Course Assistant evaluation requirements for serving as an Instructor Candidate in a North Carolina sponsored National Standardized Child Passenger Safety Training Program class.

Final Evaluation Score: Acceptable: _____ out of 20 _____ Unacceptable: _____ out of 20

Mentoring Instructor(s):

Print Name: _____ **Cert. ID:** _____

Signature: _____ **Date:** _____

Print Name: _____ **Cert. ID:** _____

Signature: _____ **Date:** _____

**The Technician Course Assistant must obtain at least 18 "Acceptable" ratings in order to meet the minimum NC requirements for serving as an Instructor Candidate in a North Carolina sponsored CPS Certification class.*

Overall Final Recommendations: _____

Daily Review and Feedback

Daily review and feedback is essential to the instructor candidacy process. This includes participating in a certification class as a course assistant. In the table below, list the duties assigned to the course assistant and exercises he/she participated in each day of the course.

Date	Topic/Exercise/Activity Assisted With

At the end of each day, the mentor(s) and Course Assistant will review their day using the following evaluation worksheets*:

- Technical and Hands-On Skills
- Interpersonal Skills

Use the table on the following page to record the daily comments/recommendations that were reviewed. On the last day of the course, a final, comprehensive review occurs, at which time the candidate’s final score for each grid is discussed.

* The “Instructor Skills” worksheet from the “Instructor Candidate Worksheet & Evaluation” form is included at the end of this document to provide the Course Assistant with information on the additional skills that will be evaluated if he/she decides to continue pursuing Instructor Candidacy.

Daily Review and Feedback

In the table below, record the daily comments/recommendations that were reviewed with the Course Assistant. Use additional sheets as necessary. Both the Course Assistant (CA) and mentor should initial that these items were discussed.

Day 1			
Comments/Recommendations:			
** I have read and discussed the above comments and concerns.			
CA:	Date:	Mentor:	Date:
Day 2			
Comments/Recommendations:			
** I have read and discussed the above comments and concerns.			
CA:	Date:	Mentor:	Date:
Day 3			
Comments/Recommendations:			
** I have read and discussed the above comments and concerns.			
CA:	Date:	Mentor:	Date:
Day 4			
Comments/Recommendations:			
** I have read and discussed the above comments and concerns.			
CA:	Date:	Mentor:	Date:
Day 5			
Comments/Recommendations:			
** I have read and discussed the above comments and concerns.			
CA:	Date:	Mentor:	Date:

Evaluation Worksheets

Using the grids below, evaluate the candidate’s skills for the following categories. **Final scores must be either “acceptable” or “unacceptable.”**

TECHNICAL and HANDS-ON SKILLS							
E = Excellent		C = Conditionally Acceptable			NA = Not Applicable		
A = Acceptable		U = Unacceptable					
Skill		Daily Rating					Final Rating
		1	2	3	4	5	
1.	Knowledgeable about a variety of child restraints - both older and newer models						
2.	Knowledgeable about the latest products on the market (child restraints, after-market products, etc.)						
3.	Demonstrated knowledge of vehicle occupant protection systems (retractors, latchplates, airbags)						
4.	Demonstrated knowledge of dynamics of occupant protection						
5.	Able to recognize child safety seat/vehicle incompatibilities and effectively communicate correct action						
6.	Kept within the curriculum guidelines while assisting students (teaching/assistance was consistent with standardized curriculum)						
7.	Capable of answering questions outside of the curriculum while maintaining the original “spirit” of the standardized curriculum						
8.	Able to clearly explain and demonstrate correct installation techniques						
9.	Knowledgeable about and demonstrated use of resources such as manufacturer instructions, LATCH manual and recall lists.						
10.	Able to say “I don’t know” if necessary						
Daily Review	Reviewed at the end of the day– mentor’s initials						
	Reviewed at the end of the day– Tech’s initials						

Comments/Recommendations: Use daily review and feedback section.

Final Score: Excellent or Acceptable: ___ out of 10

Unacceptable: ___ out of 10

FINAL FEEDBACK SESSION – Technical and Hands-on Skills
 I have read and discussed above comments and concerns with mentoring instructor(s).

Course Assistant Signature: _____ **Date:** _____

Mentor Signature(s): _____ **Date:** _____

Evaluation Worksheets

INTERPERSONAL and TEAM SKILLS						
E = Excellent		C = Conditionally Acceptable		NA = Not Applicable		
A = Acceptable		U = Unacceptable				
Skill	Daily Rating					Final Rating
	1	2	3	4	5	
1.	Was on time for all class start times					
2.	Helped set up or take down props/equipment					
3.	Took the initiative to take on tasks, or offer to do so, without being asked					
4.	Is able to use "layperson" terms and anecdotes when explaining complicated issues or concepts					
5.	Provided constructive feedback when responding to students' errors or misunderstandings					
6.	Showed high degree of patience and understanding when dealing with "difficult" parents/students during checkup and /or classroom interactions					
7.	Showed positive attitude when interacting with members of the Instructor team and students					
8.	Responded well to constructive criticism from members of the Instructor team					
9.	Provided constructive feedback to other members of the Instructor team					
10.	Showed respect for fellow instructors during their presentation times					
Daily Review	Reviewed at the end of the day– mentor's initials					
	Reviewed at the end of the day– Tech's initials					

Comments/Recommendations: Use daily review and feedback section.

Final Score: Excellent or Acceptable: ___ out of 10

Unacceptable: ___ out of 10

FINAL FEEDBACK SESSION – Interpersonal Skills
 I have read and discussed above comments and concerns with mentoring instructor(s).

Course Assistant Signature: _____ **Date:** _____

Mentor Signature(s): _____ **Date:** _____

All parties should keep a copy of this evaluation for their own records.

The Lead Instructor should keep a copy of this evaluation with other course materials.

FOR YOUR INFORMATION ONLY
Instructor Candidate Instructor Skills Evaluation Categories

Following below are the categories of **instructor skills** that will be evaluated by Instructor Mentors during the actual Instructor Candidacy class. The final evaluation of the candidate’s instructional skills are scored using either “acceptable” or “unacceptable” ratings. Note also that the instructor candidate’s technical and interpersonal skills will again be evaluated during the candidacy class.

An instructor candidate must obtain at least 27 “Acceptable” ratings out of 30 total categories (15 instructor skills, 9 technical and hands-on skills, and 6 interpersonal skills) in order to meet the minimum requirements for Instructor certification. **The “INSTRUCTOR SKILLS” categories are not evaluated during the Course Assistant class(es) since the CPS Technician Assistant does not lecture, grade or sign off skills tests.**

INSTRUCTOR SKILLS							
A = Acceptable		C = Conditionally Acceptable		U = Unacceptable		NA = Not Applicable	
Skill		Daily					Final
		1	2	3	4	5	(A / U)
1.	Accurately presented assigned topic(s)						
2.	Maintained control of classroom						
3.	Effective use of teaching aids: AV equipment, Dial-A-Belt, child safety seats, retractor samples, etc.						
4.	Knew curriculum content – did not “read” it						
5.	Maintained eye contact with students						
6.	Presented concepts in an easy-to-understand manner						
7.	Maintained time frame while allowing time for questions						
8.	Provided constructive feedback to students						
9.	Able to correct misinformation and errors						
10.	Ensured opportunities for all students to participate						
11.	Responded well to specific learning needs of students						
12.	Motivated students and communicated enthusiasm for subject matter						
13.	Utilized effective techniques to ensure and encourage student participation						
14.	Used strong/positive tone of voice						
15.	Showed good listening skills						
Daily Review	Reviewed at the end of the day – mentor(s) initials						
	Reviewed at the end of each day – IC initials						

NOTE: The complete “National Standardized Child Passenger Safety Training Program Instructor Candidate Worksheet & Evaluation” form and instructions can be found on the Safe Kids Worldwide CPS Certification website under Resources > Forms > Instructor Candidacy.