



NTC Field Evaluation Form

Presenter/Instructor/Candidate Full Name:

Course Name:

Evaluator Full Name:

Course Start Date:

Course End Date:

Location (City, State):

DOMAIN	Broad area of skill or knowledge			
COMPETENCY	Specific, observable areas of performance that represent the knowledge, skills, and abilities measured within that domain.			
Behaviorally-Anchored Rating Scale	1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective
BEHAVIORAL INDICATORS: Each competency has a set of indicators that articulate what the performance of this competency looks like at each specified level.	The lowest indicator gives examples of what NOT to do. Often, knowing what not to do informs what to do. These behaviors are unacceptable and DO NOT meet standards. This would be a D or F in school terms.	Descriptions at this level reflect indications that attempts are made, but there are clear deficiencies in understanding, execution, or effort, and improvement is needed. This translates to a high-D to low C.	This should be the expected professional standard of behavior or performance. It doesn't have to be perfect, but a solid, acceptable standard. In school terms, this can range from C to B+.	Examples at this level should truly showcase outstanding behaviors, the level to which we should all aspire. This is anything in the A range.

Competencies Evaluated (Total Possible Points)	Points Received
Preparation (8 pts.)	
Content Delivery (16 pts.)	
Student Engagement (12 pts.)	
Communication (12 pts.)	
Classroom Management (8 pts.)	
Coachability (8 pts.)	
Total:	
Field Evaluation Percentage:	

PREPARATION

1.1 Prepared classroom and technology in accordance with NTC Standards.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Arrived late. Equipment was unavailable and/or not operational. There were significant issues with operating the equipment. Technology and tools were not integrated or were improperly set up, leading to frequent disruptions. If there were student materials, they did not make them available.	Arrived on time but without enough time to check that technology and tools were available and operational before starting class or module. Equipment was not always used effectively, hindering the lesson flow— issues with sound or visual quality repeatedly disrupted instruction. If there were student materials, they were given, but distribution was late or haphazard.	Arrived with enough time to ensure all equipment was available and operational before the start of class or module. Technology and tools were used effectively, supporting the lesson without major issues. The instructor was able to fix any potential problems without a major disruption to the class. If there were student materials, they were set up before class start time.	Arrived with plenty of time to ensure all equipment was available and fully operational before the start of class or module. Technology and tools were integrated smoothly into lessons, and the instructor comfortably navigated any minor issues. If there were student materials, they were set up before start time in a neat and organized manner.	
Notes:				
1.2 Prepared training materials for course administration.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
There were little to no signs of organization or preparation of Instructor materials.	Instructor materials showed minimal personalization and organization.	Instructor materials showed signs of personalization, organization, and preparation.	Instructor materials showed obvious signs of meaningful personalization, organization, and preparation.	
Notes:				

CONTENT DELIVERY				
2.1 Explained the context and importance of the course by relating it to job-specific examples.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Failed to discuss the importance of the course or its relevance to job-specific tasks and safety.	Offered a basic explanation of the course but lacked emphasis on its relevance or safety. Rarely connected the course content to job-specific tasks and safety. Showed little enthusiasm or lacked conviction in conveying the importance of the course.	Explained the course's relevance and significance by making consistent connections between the course content, job-specific tasks, and safety. Demonstrated conviction in conveying the course's importance to the FMCSA mission.	Delivered a clear and compelling explanation of the course's relevance and significance. Consistently articulated strong connections between the course content and real-world applications, demonstrating a deep understanding of the subject matter and NTC's commitment to safety.	
Notes:				

2.2 Demonstrated subject matter expertise in delivering content.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Presented inaccurate or partially correct information. Gave misleading or contradictory information. Did not check materials when unsure of an answer.	Presented some technical aspects of the training program fluently but frequently needed to study the materials. Was willing to check materials when unsure of an answer.	Presented content with relative fluency and comfort. Confidently and accurately answered most participant questions about the topic and got back to students after researching obscure questions.	Demonstrated clear mastery over the content of the training session. Answered participant questions with confidence and accuracy.	
Notes:				
2.3 Delivered content as outlined in the Instructor Guide.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Did not follow the prescribed course content in the Instructor Guide. Strayed significantly from the recommended instructional materials and activities. Failed to cover essential topics or meet learning objectives outlined in the Instructor Guide.	Partially followed the prescribed course content in the Instructor Guide. Deviated from recommended materials and activities without clear rationale. Inconsistently covered essential topics or struggled to meet the learning objectives outlined in the Instructor Guide.	Consistently followed the prescribed course content in the Instructor Guide. Followed the recommended instructional materials and activities with some flexibility to meet student needs. Covered essential topics and met the learning objectives outlined in the Instructor Guide.	Successfully integrated the prescribed course content in the Instructor Guide with personal experiences and helpful elaboration. Skillfully integrated instructional materials and activities into the course. Thoroughly covered essential topics and met all outlined learning objectives.	
Notes:				
2.4 Utilized evidence-based teaching strategies to enhance adult learning.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Did not incorporate active learning or real-world application or concepts. Rarely, if ever, related topics to on-the-job experiences or made analogies to aid understanding. Rarely, if ever, provided opportunities for students to share their experiences.	Relied solely on lecture-based methods. Monopolized "airtime" for speaking, providing limited (or no) opportunities for participants to share their thoughts and experiences. Attempted to include interactive activities or group discussions. Used limited real-world examples or applications of concepts.	Provided interaction and supported active learning with activities and discussions. Integrated real-world examples and applications of concepts into the instruction. Made use of adult learning strategies (e.g., analogies, chunking, movement, calling on prior knowledge, visual aids, etc.) to illustrate key concepts, which may have lacked structure, meandered, ran long, or did not resonate with all learners. Sought student experiences and prior knowledge.	Consistently promoted student engagement through interactive activities, discussions, and problem-solving exercises. Utilized adult learning strategies (e.g., analogies, chunking, movement, calling on prior knowledge, visual aids, etc.) Integrated real-world scenarios, practical applications, well-thought-out, tightly crafted stories, analogies, and metaphors to enhance learning. Consistently called on students to share their personal experiences.	
Notes:				

STUDENT ENGAGEMENT

3.1 Monitored students for understanding/engagement and adjusted accordingly.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
<p>Rarely checked for student engagement or understanding. Overlooked signs of disinterest or confusion (side conversations, lack of participation, blank expressions). Did not modify teaching strategies, materials, or pace, even when evident that students were not engaged or comprehending the material.</p>	<p>Occasionally observed student engagement and understanding. Acknowledged only the most obvious signs of disengagement or confusion, such as direct questions or when most of the class was off task. Made some attempts to adjust instruction when lack of engagement or understanding was clear, but changes were often delayed or ineffective.</p>	<p>Regularly checked for signs of student engagement and understanding through various methods, such as questioning techniques, discussions, and observation. Made timely and appropriate adjustments to instruction, activities, and interactions and was able to re-engage most students.</p>	<p>Consistently monitored verbal and non-verbal cues to gauge student engagement and understanding. Quickly identified and addressed any signs of disengagement or confusion, ensuring students remained involved and comprehended the material. Skillfully adapted instruction on-the-fly based on real-time feedback, maintaining high levels of engagement.</p>	
Notes:				
3.2 Encouraged student participation and provided specific feedback.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
<p>Rarely, if ever, asked for participation or provided feedback to students.</p>	<p>Inconsistently sought or acknowledged participant contributions.</p>	<p>Consistently encouraged student participation and acknowledged participant contributions.</p>	<p>Went above and beyond to activate student participation and give them positive feedback or extra help.</p>	
Notes:				
3.3 Built rapport with students.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
<p>Rarely, if ever, acknowledged or greeted students and failed to create a friendly or inclusive atmosphere. Did not address student concerns or needs.</p>	<p>Occasionally acknowledged or greeted students. Made efforts to create a welcoming and inclusive atmosphere. Addressed some student concerns but lacked consistency.</p>	<p>Regularly acknowledged and greeted students. Interacted with students in a supportive and friendly manner. Addressed student concerns and needs effectively.</p>	<p>Actively engaged and greeted students and demonstrated genuine interest in their well-being. Consistently fostered a friendly, inclusive, and supportive atmosphere. Went above and beyond to connect with students and address their concerns.</p>	
Notes:				

COMMUNICATION SKILLS

4.1 Used effective verbal communication.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Spoke in a disorganized or unclear manner. Frequently used overly technical language, colloquialisms, or jargon that was not tailored to the student audience. Demonstrated poor articulation, clarity, or insufficient volume. Spoke in a monotone with excessive and distracting vocal clutter (ums, ahs, etc.).	Communicated with some organization but lacked clarity. Used overly technical language, colloquialisms, or jargon outside the learners' comprehension. Utilized limited vocal variety and articulation. Needed reminders to increase their speaking volume or change pace. Spoke with distracting vocal clutter (ums, ahs, etc.).	Communicated clearly and with reasonable organization. Used language that was generally understandable to the student audience and explained any jargon regional slang. Demonstrated adequate vocal variety, articulation, pitch, tonality, pacing, and pauses. Used some vocal clutter, but it did not distract or detract from learning.	Communicated with clarity, organization, and precision. Used language that was easily understandable and engaging for the student audience. Demonstrated effective vocal variety, articulation, pitch, tonality, pacing, and pauses.	
Notes:				
4.2 Demonstrated confident, engaging nonverbal communication.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Displayed closed or hunched-in body language and limited eye contact. Spent most of the instruction in the grotesque plane or disclosure plane. Demonstrated little facial expression or emotional engagement. Lacked awareness of nonverbal cues and their impact on student engagement.	Displayed inconsistent body language and occasionally appeared closed off or nervous. Occasionally spoke in the truth plane but spent much of the time in the grotesque or disclosure planes. Showed limited facial expression and emotional engagement.	Demonstrated open and approachable body language, appropriate eye contact, and open gestures. Showed varied facial expressions and emotional engagement, reflecting enthusiasm and empathy. Consistently spoke in the truth or passion planes.	Projected a strong presence and charisma through open and confident body language. Exhibited a wide range of facial expressions and emotional engagement, conveying empathy and enthusiasm. Effectively used nonverbal cues to enhance communication, build rapport, and create a positive learning environment.	
Notes:				
4.3 Maintained professional standards in accordance with the NTC.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Demonstrated unprofessional behavior. Used derogatory, offensive, or off-color remarks. Failed to adhere to NTC codes of conduct, dress, or ethical guidelines. Displayed a lack of respect for students, colleagues, or NTC policies.	Demonstrated professional behavior with occasional lapses in punctuality or organization. Adhered to NTC codes of conduct and ethical guidelines but showed some disregard for professional boundaries, dress code, or NTC policies.	Consistently displayed professional behavior and complied with the instructor's dress code. Demonstrated respect, integrity, and professionalism in interactions with students and colleagues.	Modeled professionalism through exemplary behavior and leadership. Presented a well-put-together and professional appearance. Served as a role model for professional conduct, exceeding expectations in punctuality, organization, and ethical behavior.	
Notes:				

CLASSROOM MANAGEMENT

5.1 Managed time effectively.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Frequently exceeded lesson or break time allowances. Rushed course content or took breaks at inappropriate intervals. Showed little awareness of time constraints and failed to adjust the pace of instruction as needed.	Maintained time for each component, activity, or lecture, ensuring the session stayed on time but limited discussion if it would force a component to run long OR allowed time for discussion, questions, and activities while needing to rush through or skip other sections altogether.	Demonstrated the ability to stick to the agenda, lesson plan, or curriculum while allowing learners opportunities to get involved. However, some activities could have run long, requiring the need to rush or skip later activities (without skipping actual content).	Skillfully balanced the task of delivering instruction according to the day's agenda and timeline with the need to spend more time in certain areas or the possibility to spend less time in other areas based on the needs of the learners.	
Notes:				

5.2 Maintained a welcoming and effective learning environment.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
Lacked clear rules or expectations. Unable to maintain classroom control with class frequently engaged in off-topic discussions. Ignored conflicts or inappropriate comments and behavior. Failed to create an inclusive environment, resulting in low or inconsistent participation and engagement.	Set basic rules and expectations but did not consistently enforce them. Struggled to keep the class focused, with learners often disengaged or distracted. Addressed inappropriate behavior only when it became problematic. Participation and engagement were low or inconsistent.	Established clear rules and expectations and maintained order. If there were conflicts or inappropriate behavior, the instructor/candidate addressed them promptly and effectively. The classroom had a positive, collaborative feel where students actively participated and shared their personal experiences.	Fostered a stable, positive, and respectful learning environment by articulating expectations and rules and modeling that behavior throughout training. The instructor/candidate (I/C) maintained focus and engagement throughout sessions, with learners actively participating. The instructor/candidate used strategies to curb unwanted behaviors before they could become distracting to others.	
Notes:				

COACHABILITY

6.1 Demonstrated receptiveness to coaching/feedback.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
The I/C was hesitant to accept feedback or became defensive, closed off, or belligerent when coaching suggestions were offered.	The I/C accepted feedback but showed minimal engagement with the coaching process or was not open to change.	The I/C was open and receptive to feedback and showed engagement with the coaching process.	The I/C actively sought ways to improve, demonstrated a positive attitude toward coaching, and viewed the experience as an opportunity for growth.	
Notes:				

6.2 Applied coaching and feedback.				SCORE
1 Ineffective	2 Improvement Needed	3 Effective	4 Highly Effective	
The I/C disregarded coaching or struggled to apply feedback to their teaching, with little to no change observed after coaching sessions.	The I/C made some attempts to modify teaching approaches based on feedback, but changes were minimal or inconsistent.	The I/C made obvious attempts to integrate feedback into teaching practices and experimented with new strategies, as suggested.	The I/C consistently incorporated feedback into their teaching, significantly improving personal performance and student understanding.	
Notes:				

Competencies Evaluated (Total Possible Points)	Points Received
Preparation (8 pts.)	
Content Delivery (16 pts.)	
Student Engagement (12 pts.)	
Communication (12 pts.)	
Classroom Management (8 pts.)	
Coachability (8 pts.)	
Total:	
Field Evaluation Percentage	

By signing below, I affirm that I have faithfully completed my duties as a Master Instructor in accordance with all NTC policies, procedures, and guidelines for the purposes of this evaluation.

By signing below, I acknowledge that I have received performance feedback, not that I agree or disagree with the feedback I received.

All required fields, including notes, scores, and signatures **must be completed** before you can submit this form. If you still cannot submit this form, please print, sign, and email it to NTC-Certification@dot.gov.