

## Guidelines for DPSST Staff when conducting audit

|                   |   |                                       |   |   |  |
|-------------------|---|---------------------------------------|---|---|--|
| <b>1 Intro</b>    | <b>Classroom Facilities</b> <ul style="list-style-type: none"> <li>• Ample space and furnishings for amount of students</li> <li>• Adequate heating, air conditioning, ventilations, and lighting</li> <li>• Access to water and restrooms</li> <li>• First Aid Equipment and AED located.</li> </ul> | <b>0 - None</b>                       | <b>1 – Covers one of list.</b>              | <b>2 – Covers two of list.</b>                | <b>3 – Covers all of list.</b>                               |
|                   | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Self-Introduction</li> <li>• Covers house rules</li> <li>• Introduce learning objectives</li> </ul>  | <b>0 - None</b>                       | <b>1 – Covers one of list.</b>              | <b>2 – Covers two of list.</b>                | <b>3 – Covers all of list.</b>                               |
| <b>2 Material</b> | <b>Material(s)</b> <ul style="list-style-type: none"> <li>• Unarmed Training Manual</li> <li>• Multiple Handouts</li> <li>• Structured Note Taking</li> </ul>   | <b>0 - Manual only.</b>               | <b>1 - Manual and at least one handout.</b> | <b>2 – Provides all of list.</b>              | <b>3 - Provides all of list and allows students to keep.</b> |
|                   | <b>Visual Aids: Amount/Quality</b> <ul style="list-style-type: none"> <li>• <b>Basic Visual Aids:</b> PowerPoint, Handouts.</li> <li>• <b>Engaging Visual Aids:</b> photos, video, live-action, board work</li> </ul>   | <b>0 - Less than two visual aids.</b> | <b>1 - At least two visual aids.</b>        | <b>2 - At least two engaging visual aids.</b> | <b>3 - Three or more engaging visual aids.</b>               |
|                   | <b>Visual Aids Construction (Required Components)</b> <ul style="list-style-type: none"> <li>• Visible • Readable</li> <li>• Spelled Correctly • Adequate Spacing</li> </ul>  | <b>0 - No visual aids.</b>            | <b>1 - At least one visual aid.</b>         | <b>2 - At least two visual aids.</b>          | <b>3 - Three or more visual aids.</b>                        |
|                   | <b>Use of Visual Aids (Required Components)</b> <ul style="list-style-type: none"> <li>• Explained Clearly • Aids in Teaching</li> <li>• Presented Smoothly and at Appropriate Times.</li> </ul>  | <b>0 - No visual aids.</b>            | <b>1 - Use at least one visual aid.</b>     | <b>2 - Use at least two visual aids.</b>      | <b>3 - Three or more visual aids.</b>                        |
| <b>3 Body</b>     | <b>Body of Training</b> <ul style="list-style-type: none"> <li>• Clearly and accurately gives definitions of new terms and processes;</li> <li>• Explains practical exercise adequately;</li> <li>• Relevant and appropriate experiences and anecdotes.</li> </ul>                                    | <b>0 - Demonstrates none</b>          | <b>1 - Demonstrates one</b>                 | <b>2 - Demonstrates two</b>                   | <b>3 – Demonstrates all</b>                                  |
|                   | <b>Organization of Training</b> <ul style="list-style-type: none"> <li>• Main points identified • Smooth transitions</li> <li>• Sequence supports overall message</li> <li>• Prepared for arrival of Students</li> </ul>  | <b>0 - Demonstrates none</b>          | <b>1 - Demonstrates one</b>                 | <b>2 - Demonstrates two</b>                   | <b>3 - Demonstrates All.</b>                                 |

## Guidelines for DPSST Staff when conducting audit

|                      |   |  |   |  |                       |
|----------------------|---|--|---|--|-----------------------|
|                      | <p><b>Time/Classroom Management</b></p> <ul style="list-style-type: none"> <li>• <b>Structured:</b> limited explanations, discussions, activities, etc.</li> <li>• <b>Adaptable:</b> allowed time for relevant discussions, questions, or “teaching moments”.</li> <li>• <b>Balanced:</b> adjusted times based equally upon student understanding &amp; instructional goals.</li> </ul> | 0 – None.  | 1 - Structured.                                   | 2 - Adaptable.                                     | 3 - Balanced.         |
| <b>4 Interaction</b> | <p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• Encourages questions</li> <li>• Encourages active participation</li> <li>• Continuously used learner-centered tactics to connect with students.</li> </ul>   | 0 - Demonstrates none.                                 | 1 - Demonstrates one.                             | 2 - Demonstrates two.                              | 3 - Demonstrates all. |
|                      | <p><b>Delivery (verbal)</b></p> <ul style="list-style-type: none"> <li>• Effective &amp; memorable</li> <li>• Facilitate learning</li> <li>• Interactive</li> <li>• Creative</li> </ul>   | 0 - Demonstrates none.                                 | 1 - Demonstrates one.                             | 2 - Demonstrates two.                              | 3 - Demonstrates all. |
|                      | <p><b>Delivery (non-verbal)</b></p> <ul style="list-style-type: none"> <li>• Variety of inflections of voice</li> <li>• Good eye contact</li> <li>• Appropriate body language, mannerisms &amp; gestures.</li> </ul>  | 0 – Demonstrates none.                                 | 1 - Demonstrates one.                             | 2 - Demonstrates two.                              | 3 - Demonstrates all. |
|                      | <p><b>Demeanor</b></p> <ul style="list-style-type: none"> <li>• Professional</li> <li>• Confidence</li> <li>• Respectful of Participants</li> </ul>   | 0 - Demonstrates none.                                 | 1 - Demonstrates one.                             | 2 - Demonstrates two.                              | 3 - Demonstrates all. |
| <b>5 Conclusion</b>  | <p><b>Conclusion of training (wrap up, assessment, exam, and remediation)</b></p> <ul style="list-style-type: none"> <li>• Provided summary.</li> <li>• Allowed final opportunity for students to ask questions.</li> <li>• Timely &amp; clearly explained assessment, exam &amp; remediation process.</li> </ul>   | 0 – Provided none.                                     | 1 - Provided at least one.                        | 2 - Provided at least two.                         | 3 - Provided all.     |
| <b>6 Prep/Exp</b>    | <p><b>Research/Depth of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Credible resources cited (validated published sources only).</li> </ul>  | 0 - None   | 1 - At least one.                                 | 2 - At least two.                                  | 3 - Three or more.    |
|                      | <p><b>Ability to see “big picture”</b></p> <ul style="list-style-type: none"> <li>• Generated inventive, relevant strategies to address larger contexts.</li> </ul>   | 0 - Unable to recognize larger contexts of situations. | 1 - Demonstrated an awareness of larger contexts. | 2 - Applied strategies to address larger contexts. | 3 – Nailed it!        |