



international debate education association

Trainer Evaluation Form

Educators should

Comments

1. recognize that speech and debate are student-centered activities

- students are the focus of the learning process ___ yes ___ no ___ unobservable
- students are capable of making and defending informed choices about
complex issues outside their own area of interest ___ yes ___ no ___ unobservable
- instruction stresses the civic importance of speech and debate ___ yes ___ no ___ unobservable
- educator demonstrates fairness and respect for all, regardless of
gender, ethnicity, language, or culture ___ yes ___ no ___ unobservable
- educator provides materials and develops activities that facilitate
learning and the acquisition of skills ___ yes ___ no ___ unobservable
- educator builds an atmosphere that encourages the student to welcome
the criticism as a part of the learning experience ___ yes ___ no ___ unobservable
- educator is understanding, friendly, and enthusiastic in dealing with
students ___ yes ___ no ___ unobservable

2. be knowledgeable, and should effectively convey information to others

- educator is an effective advocate of speech and debate in his or her
professional life, and a model to others in his or her teaching ___ yes ___ no ___ unobservable
- educator assists students with conducting research ___ yes ___ no ___ unobservable
- educator provides adequate information to assist students in
understanding the issues at hand ___ yes ___ no ___ unobservable
- educator displays knowledge of speech and debate concepts ___ yes ___ no ___ unobservable
- educator is a facilitator ___ yes ___ no ___ unobservable
- educator demonstrates a clear understanding of the concepts of speech
and debate ___ yes ___ no ___ unobservable

educator employs appropriate terminology, and conveys the concepts of speech and debate in a way that is sensitive to the audience ___ yes ___ no ___ unobservable

educator understands the civic importance of teaching speech and debate, and makes appropriate, relevant connections to the world outside of the classroom environment ___ yes ___ no ___ unobservable

educator relates principles to practice ___ yes ___ no ___ unobservable

educator draws on previous classroom discussions and interactions ___ yes ___ no ___ unobservable

educator anticipates, stimulates, and provides effective and accurate responses to questions about the principles and strategies of speech and debate education ___ yes ___ no ___ unobservable

educator adapts speech and debate principles and practice to the needs of the audience ___ yes ___ no ___ unobservable

educator employs a lively and engaging workshop presentation style that is sensitive to participants ___ yes ___ no ___ unobservable

educator uses effective and appropriate interpersonal skills ___ yes ___ no ___ unobservable

3. be organized

educators should evaluate achievement of those objectives based on pre-established criteria ___ yes ___ no ___ unobservable

educator should present concepts in an organized, engaging manner ___ yes ___ no ___ unobservable

educator demonstrates foresight in anticipating problems, and flexibility in solving them ___ yes ___ no ___ unobservable

educator demonstrates the ability to plan session content, including: the scope and objective of sessions ___ yes ___ no ___ unobservable

time requirements and scheduling ___ yes ___ no ___ unobservable

staff assignments ___ yes ___ no ___ unobservable

educator use evaluation, observation, and feedback for the purposes of future planning ___ yes ___ no ___ unobservable

educator demonstrates the ability to prepare appropriate material session has a clear focus ___ yes ___ no ___ unobservable

educator explains debate fundamentals clearly ___ yes ___ no ___ unobservable

educator explains the fundamentals progressively (step by step) ___ yes ___ no ___ unobservable

4. create a positive learning environment

all students receive attention ___ yes ___ no ___ unobservable

all are challenged to reach their full potential ___ yes ___ no ___ unobservable

students are fully engaged ___ yes ___ no ___ unobservable

speech and debate principles and practices are adapted to the needs of the audience
information is conveyed in a sensitive manner
educator upholds high ethical standards
educator provides a positive atmosphere

yes no unobservable
 yes no unobservable
 yes no unobservable
 yes no unobservable

Trainers should

1. be effective teachers of debate

trainer has a thorough understanding of the theory and practice of debate

yes no unobservable

trainer is able to impart knowledge effectively

yes no unobservable

trainer advise students on how to research, prepare arguments, structure responses and ask critical questions

yes no unobservable

trainer teaches skills necessary to deal with specific issues important to the student

2. be a sound pedagogue

trainer adopts methods of teaching appropriate to the unique demands of a given training

yes no unobservable

trainer uses appropriate methodology to impart skills and knowledge in the most efficient manner

yes no unobservable

trainer employ interactive, learner-centric methods geared to a particular audience and reflective of the content of the training

yes no unobservable

trainer uses an array of tools (role-playing, simulations, etc.) to facilitate learning

yes no unobservable

trainers draw on personal testimonials from trainers and analogies relevant to the issues at hand

yes no unobservable

trainer actively engages all students by soliciting their ideas

yes no unobservable

trainer is able to work productively with a co-presenter

yes no unobservable

3. be sensitive to the needs of his or her audience

trainer communicates clearly with his or her students

yes no unobservable

trainer is proficient in the language in which a training is conducted

yes no unobservable

trainer varies the level of terminology and vocabulary and explains terms in a clear and respectful manner

yes no unobservable

4. provide a positive and supportive atmosphere for their students

trainer strives to cultivate interest among his or her students

and a sense of security

yes no unobservable

trainer functions effectively in a culturally diverse environment

yes no unobservable

trainer avoids favoritism and prejudice in all of its forms

yes no unobservable

trainer endeavors to engage all the members of his or her audience

equally

yes no unobservable

trainer keeps training lively

yes no unobservable

trainer exercises discretion and maturity in the use of humor

yes no unobservable

trainer maintains respectful and professional relationship with trainees

yes no unobservable

trainer demonstrates fairness and equality

yes no unobservable

trainer employs strong organizational skills in planning and carrying

out a training session

yes no unobservable

trainer budgets teaching time effectively

yes no unobservable

training session has clearly defined objectives

yes no unobservable

trainer evaluates the achievement of objectives using a sound,

pre-established criteria

yes no unobservable

1/2006