



**MNRI® Student Teacher  
Circle appropriate responder  
INSTUCTOR's EVALUATION FORM  
For Student Teacher  
or  
Student Teacher Self-Evaluation Form**

**Course Title:**  
**Date of Course:**  
**Instructor:**  
**Student Teacher:**

Scored based on the following

**1** Must Improve **2** Needs Improvement. **3** Fair **4** Good **5** Excellent

<u>The Mechanics</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<b>RATING</b>
a) Room Check						1 2 3 4 5
b) Sound Check						1 2 3 4 5
c) Use of microphone						1 2 3 4 5
d) Volume control						1 2 3 4 5
e) Audio visual material set up-mike, screen, power point, projector						1 2 3 4 5
f) Overall room organization						1 2 3 4 5

*Comments:*

---

---

---

---

---

---

---

---

---

---

<u>The Opening</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<b>RATING</b>
a) Immediate Start						
b) Did not open with a joke						1 2 3 4 5
c) Use of silence as part of opening						1 2 3 4 5

- |  |                  |
|--|------------------|
| d) Opened with a provocative statement/question            | 1 2 3 4 5        |
| e) Gave ASHA statement of financial/non –financial aspects | <b>1 2 3 4 5</b> |
| f) Handling late-comers graciously                         | 1 2 3 4 5        |
| g) Personal Introductions to meet ASHA requirements        | 1 2 3 4 5        |
| h) Covered course objectives                               | 1 2 3 4 5        |

**Comments:**

---

---

---

---

---

---

---

---

---

---

- |   |                  |                  |
|---|------------------|------------------|
| <b>Voice / Language</b>                                       | <u>1 2 3 4 5</u> | <b>RATING</b>    |
| a) Easy to hear even to the back of the room                  |                  | 1 2 3 4 5        |
| b) Varied stress and emphasis                                 |                  | 1 2 3 4 5        |
| c) Varied speed   |                  | 1 2 3 4 5        |
| d) Good pronunciation, easy to understand                     |                  | 1 2 3 4 5        |
| e) Use of space filling ‘nulls’ (ums & ahs)                   |                  | 1 2 3 4 5        |
| f) Uses language appropriate to the audience                  |                  | 1 2 3 4 5        |
| g) Proper use of silence                                      |                  | 1 2 3 4 5        |
| h) Phrase repetitions   |                  | 1 2 3 4 5        |
| i) Quotables  |                  | 1 2 3 4 5        |
| j) Language of inclusion. ‘we/us’ rather than ‘you/them’      |                  | 1 2 3 4 5        |
| k) Used good eye contact, body language and non-verbal skills |                  | 1 2 3 4 5        |
| l) Takes criticism objectively, not personally                |                  | <b>1 2 3 4 5</b> |

**Comments:**

---

---

---

---

---

---

---

---

---

---

- |  |                  |               |
|--|------------------|---------------|
| <b>General</b>   | <u>1 2 3 4 5</u> | <b>RATING</b> |
| a) Use of humor  |                  | 1 2 3 4 5     |
| b) Storytelling ability  |                  | 1 2 3 4 5     |
| c) Uses word pictures/allegorical stories                                  |                  | 1 2 3 4 5     |
| d) Demonstrated expertise on the topic                                     |                  | 1 2 3 4 5     |
| e) Succinctly, accurately and clearly explains and demonstrates procedures |                  | 1 2 3 4 5     |

- |  |           |
|--|-----------|
| f) Demonstrates and inspires confidence in all material delivered      | 1 2 3 4 5 |
| g) Stays on topic, remains objective and inspirational                 | 1 2 3 4 5 |
| h) Makes self available during breaks for questions and extra practice | 1 2 3 4 5 |
| i) Represents only the MNRI programs                                   | 1 2 3 4 5 |

*Comments:*

---

---

---

---

---

---

---

---

---

---

- |  |                  |               |
|--|------------------|---------------|
| <b>Body Language</b>                           | <u>1 2 3 4 5</u> | <b>RATING</b> |
| a) Eye contact with 'supporters'               |                  | 1 2 3 4 5     |
| b) Eye contact with 'nay sayers'               |                  | 1 2 3 4 5     |
| c) Involves audience, using movement, gestures |                  | 1 2 3 4 5     |
| d) Takes control of the room                   |                  | 1 2 3 4 5     |
| e) Appears relaxed                             |                  | 1 2 3 4 5     |
| f) No distracting habits                       |                  | 1 2 3 4 5     |

*Comments:*

---

---

---

---

---

---

---

---

---

---

- |  |                  |               |
|--|------------------|---------------|
| <b>Rapport</b>   | <u>1 2 3 4 5</u> | <b>RATING</b> |
| a) Trampled laughter                                   |                  | 1 2 3 4 5     |
| b) Likeable  |                  | 1 2 3 4 5     |
| c) Passion/enthusiasm                                  |                  | 1 2 3 4 5     |
| d) Aware of audience, their response and attention     |                  | 1 2 3 4 5     |
| e) Works the entire room                               |                  | 1 2 3 4 5     |
| f) Inappropriate humor                                 |                  | 1 2 3 4 5     |
| g) Tailored examples to match specific situation       |                  | 1 2 3 4 5     |
| h) Speaker knew the audience                           |                  | 1 2 3 4 5     |
| i) Skilled at redirecting difficulty situations/people |                  | 1 2 3 4 5     |
| j) Acknowledges expertise within the audience          |                  | 1 2 3 4 5     |

*Comments:*

---

---

---

---

---

---

---

---

---

---

**Audience Interaction**      1 2 3 4 5

**RATING**

- a) Repeated questions from the audience      1 2 3 4 5
- b) Created audience interaction      1 2 3 4 5
- c) Created questions in the audience's mind      1 2 3 4 5
- d) Voiced the audience thoughts      1 2 3 4 5
- e) Explained each point thoroughly      1 2 3 4 5
- f) Provide a Question and Answer Session      1 2 3 4 5
- g) Handles challenges to the Method      1 2 3 4 5

*Comments:*

---

---

---

---

---

---

---

---

---

---

**Purpose**      1 2 3 4 5

**RATING**

- a) Single clear message      1 2 3 4 5
- b) Is it a sales pitch      1 2 3 4 5
- c) Identified problem before offering solutions      1 2 3 4 5
- d) Spoke to the needs of the audience      1 2 3 4 5
- e) Delivered message in a clear and compelling manner      1 2 3 4 5
- f) Changed the perspective of the audience      1 2 3 4 5
- g) Created motivation to move forward      1 2 3 4 5
- h) Left the audience with something to do or think about      1 2 3 4 5
- i) Called the audience to take action      1 2 3 4 5
- j) Memorable message      1 2 3 4 5
- k) Had an obvious goal      1 2 3 4 5
- l) Presented on the state course goals      1 2 3 4 5

*Comments:*

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Visuals

1 2 3 4 5

**RATING**

- a) Everything presented was readable 1 2 3 4 5
- b) Quantity of verbiage 1 2 3 4 5
- c) Slides allow the speaker to speak 1 2 3 4 5
- d) Slides motivated the speaker to speak 1 2 3 4 5
- e) Relied on AV equipment to have impact 1 2 3 4 5
- f) Backup to AV presentation available 1 2 3 4 5
- g) Easy to understand 1 2 3 4 5
- h) Used overheads/slides effectively 1 2 3 4 5
- i) Each slide had a clear message 1 2 3 4 5
- j) Use only MNRI approved Power Point presentation **1 2 3 4 5**

*Comments:*

---

---

---

---

---

---

---

---

Practical Hand's On Training/Practice

**RATING**

- a) Presented in an interesting and step-by-step manner 1 2 3 4 5
- b) Demonstrated expertise in demonstrating the hand's on procedures 1 2 3 4 5
- c) Clear in demonstration, gave one main method and the alternative methods 1 2 3 4 5
- d) Moved around the room to assist in correct application of procedures 1 2 3 4 5
- e) Attended to all questions and moved to all groups 1 2 3 4 5
- f) Maintained an adequate flow of time for practice 1 2 3 4 5
- g) Answered all questions about procedures clearly and completely 1 2 3 4 5
- h) Clear and accurate understanding of material being presented 1 2 3 4 5
- i) Volume of voice is strong enough to carry over group during practice 1 2 3 4 5
- j) Always address person used as demonstration by asking permission to touch 1 2 3 4 5
- k) Always demonstrates MNRI processes using correct touch and accurate position 1 2 3 4 5

*Comments:*

---

---

---

---

---

---

---

---

Close

1 2 3 4 5

**RATING**



# Explanatory Notes

**1** Must Improve **2** Needs Improvement. **3** Fair **4** Good **5** Excellent

<u>The Mechanics</u>	1	2	3	4	5	RATING
a) Room Check						1 2 3 4 5
A cursory walk around the room to identify blind spots for the audience is required.						
b) Sound Check						1 2 3 4 5
Yes, do the 'Testing 1,2,3' and see if they can hear you, but ALSO walk around the stage while you do it, looking for 'hot spots' where you could get audio feedback.						
c) Use of microphone						1 2 3 4 5
If wearing a lavalier, does the speaker move their chest when moving their head? So to avoid fade outs?						
If using a handheld, do they keep the microphone properly positioned to avoid fade outs, and to facilitate the intimacy of the presentation?						
Does the speaker let the microphone do the work, or do they strain their voice to get the necessary volume?						
d) Volume control						1 2 3 4 5
Is the speaker system set at the right level to provide the audience with an 'easy' task of listening?						
e) Fadeouts/easy of set up and use of technology						1 2 3 4 5
Not only from a 'microphone' perspective but also the end of sentences... does the speaker drop their voice level at the end of a thought/ Set up before the start of class						

<u>The Opening</u>	1	2	3	4	5	RATING
a) Immediate start (no thanking introducer)						1 2 3 4 5
You have a very short time to manage that first impression, do NOT waste it thanking the introducer... nod to them as they take the stage, but save your opening words for the audience.						
b) Did not open with a joke						1 2 3 4 5
Opening jokes are the Kiss of Death #1 and the mark of someone lacking self confidence on stage.						
c) Use of silence as part of opening						1 2 3 4 5
The most powerful opening is 'silence', no audience can ignore the presence of someone standing silent on stage. Yes it is 'theatre'... and that is what a good speaker delivers.						
d) Opened with a provocative statement/question						1 2 3 4 5
It's called an 'engagement' for a reason. It is vital to engage the mind of the audience in your opening words. A 'provocative' statement requires explanation, and they will pay attention while you provide it.						

<u>Voice / Language</u>	1	2	3	4	5	RATING
a) Easy to hear						1 2 3 4 5
A repetition of a combination of earlier points. Was the speaker easy to listen to throughout the presentation?						
b) Varied stress and emphasis						1 2 3 4 5
Monotony is another Kiss of Death #2						
c) Varied speed						1 2 3 4 5
Speaking at different speeds to place emphasis on different points keeps the audience engaged. It also adds to the drama of a presentation.						
d) Good pronunciation, easy to understand						1 2 3 4 5
Don't mumble. KoD #3 You're there to be heard! Speak clearly.						
e) Use of space filling 'nulls' (ums & ahs)						1 2 3 4 5
KoD #4						
f) Uses language appropriate to the audience						1 2 3 4 5
Match your jargon and slang to the audience your speaking to.						

You do NOT speak the same way to Bankers at the World Bank as you do to the folks at a construction conference.

g) Proper use of silence 1 2 3 4 5  
Silence on stage need not be filled, if you're searching for the right phrase, or want to give that impression, it is more than OKAY to stand silently and do that. You do NOT need to fill every second with the sound of your voice.

h) Phrase repetitions 1 2 3 4 5  
KOD #5, You know... these are really bad... You know... I mean really... you know. You get the idea? Many people have a vocal tic they're not even aware of and this is really annoying... you know?

i) Quotables 1 2 3 4 5  
A quotable is a phrase, hopefully belonging to the speaker, that sticks in your head long after the talk is over. Every presentation should have at least one. Some samples?  
Speak to me from your heart, and I'll listen with mine.  
Create solutions on the foundations of a problem, not the ashes.  
Breaking any habit, is a form of amputation.  
These 'quotables' don't necessarily stand on their own, but serve as memory markers, for larger ideas and concepts.

j) Language of inclusion. 'we/us' rather than 'you/them' 1 2 3 4 5  
Self explanatory

**General** 1 2 3 4 5 **RATING**

a) Use of humor 1 2 3 4 5  
Self explanatory

b) Storytelling ability 1 2 3 4 5  
This is mostly 'timing' and acting ability. It can be taught, study 'Improv' for best results.

c) Uses word pictures/allegorical stories 1 2 3 4 5  
People remember stories that illustrate a point much better than a collection of facts.

d) Demonstrated expertise on the topic 1 2 3 4 5  
If you don't know the material do not Co-Teach

**Body Language** 1 2 3 4 5 **RATING**

a) Eye contact with 'supporters' 1 2 3 4 5  
Get your energy and support from those who agree with you

b) Eye contact with 'naysayers' 1 2 3 4 5  
Don't make eye contact with those who obviously disagree with you or don't like you. You'll find yourself 'begging/pleading' for their approval which will sour the whole presentation for everyone else.

c) Involves audience, using movement, gestures 1 2 3 4 5  
Hand gestures and body movements can not only illustrate points, they can be used to include people in the audience

d) Takes control of the room 1 2 3 4 5  
Hard to describe, you know it when you see it

e) Appears relaxed 1 2 3 4 5  
Self explanatory

f) No distracting habits 1 2 3 4 5  
Self explanatory

**Rapport** 1 2 3 4 5 **RATING**

a) Trampled laughter 1 2 3 4 5  
If you say something funny, and the audience laughs, wait until the laughing dies down, before continuing to speak.

b) Likeable 1 2 3 4 5

- Self explanatory
- c) Passion/enthusiasm 1 2 3 4 5
- Self explanatory
- d) Aware of audience, their response and attention 1 2 3 4 5
- Self explanatory
- e) Works the entire room 1 2 3 4 5
- Self explanatory
- f) Inappropriate humor 1 2 3 4 5
- The key word here is 'inappropriate'... who decides? The audience, NOT the meeting planner.
- g) Tailored examples to match specific situation 1 2 3 4 5
- Self explanatory
- h) Speaker knew the audience 1 2 3 4 5
- Self explanatory

Audience Interaction 1 2 3 4 5

**RATING**

- a) Repeated questions from the audience 1 2 3 4 5
- ALWAYS repeat audience questions
- b) Created audience interaction 1 2 3 4 5
- It's an 'engagement'... engage them.
- c) Created questions in the audience's mind 1 2 3 4 5
- The audience must be challenged to think.
- d) Voiced the audience thoughts 1 2 3 4 5
- If there are questions or disagreements that the audience obviously has... then it is in the best interest of the speaker to raise them... before the audience does so, or leaves the room with the unasked question.
- e) Effectively connected with the audience 1 2 3 4 5

Purpose 1 2 3 4 5

**RATING**

- a) Single clear message 1 2 3 4 5
- Don't pack too many ideas into a presentation. In fact... pack only one strong idea and communicate that as well as you can.
- b) Is it a sales pitch 1 2 3 4 5
- KoD #7 – People HATE sales pitches from the stage/ use stories from conferences and personal experiences in a storytelling factual way.
- c) Identified problem before offering solutions 1 2 3 4 5
- Define the problem before launching into the solution
- d) Spoke to the needs of the audience 1 2 3 4 5
- The needs of the audience are not always the needs of the speaker... guess who matters?
- e) Delivered message in a clear and compelling manner 1 2 3 4 5
- Self explanatory
- f) Changed the perspective of the audience 1 2 3 4 5
- Self explanatory
- g) Created motivation to move forward 1 2 3 4 5
- Self explanatory
- h) Left the audience with something to do or think about 1 2 3 4 5
- Self explanatory
- i) Called the audience to take action 1 2 3 4 5
- Self explanatory
- j) Memorable message 1 2 3 4 5
- Self explanatory
- k) Had an obvious goal 1 2 3 4 5
- Self explanatory

<u>Visuals</u>	<u>1 2 3 4 5</u>	<b>RATING</b>
a) Everything presented was readable If the audience cannot read it... there is NO acceptable excuse for showing it.		1 2 3 4 5
b) Quantity of verbiage The fewer words on a slide the better. Never more than 20		1 2 3 4 5
c) Slides allow the speaker to speak The slideshow is not the presentation, the speaker is. The slideshow is icing on the cake, don't let it steal the show.		1 2 3 4 5
d) Slides motivated the speaker to speak The slides raise questions, the speaker provides the answers		1 2 3 4 5
e) Relied on AV equipment to have impact Don't rely on AV to deliver your presentation. It's been known to break down.		1 2 3 4 5
f) Backup to AV presentation available All presentation saved on computer, on stick? Have foils as well. Can you use flipcharts if all else fails?		1 2 3 4 5
g) Easy to understand Self explanatory		1 2 3 4 5
h) Used overheads/slides effectively Don't talk to the slides talk, to the audience/if you are adding information take slide down.		1 2 3 4 5
i) Each slide had a clear message To each slide there MUST be a good answer to the question... why did they show that slide?		1 2 3 4 5

<u>Close</u>	<u>1 2 3 4 5</u>	<b>RATING</b>
a) Overall Pacing of Presentation A presentation should NEVER feel rushed. Present the amount of material appropriate to the available time.		1 2 3 4 5
b) Finished on time If you finish late you lose. This is the MOST unprofessional thing a speaker can do. It shows disrespect to the organizers and to the person who is to take the stage after them.		1 2 3 4 5
d) Closed on strong message Give them something to take home with them.		1 2 3 4 5
e) Suggestions for follow up Self explanatory		1 2 3 4 5
e) Additional resources provided Self explanatory		1 2 3 4 5

Thank you for taking a few minutes to complete this evaluation. Your feedback is important.  
Adapted from [www.technobility.com](http://www.technobility.com)