

## Evaluation of a Pace Lab

Name of Institution: \_\_\_\_\_ Class: \_\_\_\_\_

Name of Learning Manager: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTIONS TO EVALUATORS:** In the blank to the left of each item in Sections I and II, record an **S** for **satisfactory** or an **N** for **needs improvement**. You will compile scores from these ratings according to the keys provided at the end of each section. It is acceptable, sometimes necessary, to use multiple observations in your analysis of each item.

In reviewing scores and considering any adjustments, scores should be considered along with the subjective assessment and comments provided by the evaluator. The evaluator should note any special circumstances and any specific feedback that could be helpful to the Learning Manager in making adjustments.

SECTION I: THE LEARNING MANAGER (LM)

DIRECTIONS TO EVALUATORS: Observe the behavior of the LM during one or more class periods. Include the first 15 minutes and the last 15 minutes of the class in your observations.

- \_\_\_\_\_ 1. The LM introduces the students to a new lesson assignment by showing them the beginning and ending pages of the lesson and reviewing the programmed format of the text, if necessary.
- \_\_\_\_\_ 2. The LM has recorded the date that the current lesson was assigned to a student on the student's Study Schedule.
- \_\_\_\_\_ 3. The LM has checked all students during class to see that they are writing responses to each frame before they check their answers.
- \_\_\_\_\_ 4. The LM responds quickly to/acknowledges students who raise their hands.
- \_\_\_\_\_ 5. The LM sits down with individual students and works with them through several pages or frames of their assignment.
- \_\_\_\_\_ 6. The LM sits at his/her desk only when reviewing mastery tests or providing tutorial assistance.
- \_\_\_\_\_ 7. The LM administers mastery tests to students promptly after they complete their assignments.
- \_\_\_\_\_ 8. The LM makes certain that responses have been made to the majority of the questions in an assignment and briefly reviews the assignment with the student before administering a mastery test.
- \_\_\_\_\_ 9. The LM reviews the mastery test with the student after it is scored.
- \_\_\_\_\_ 10. The LM records students' mastery test score on their Study Schedule.
- \_\_\_\_\_ 11. When students pass a mastery test, the LM assigns a new lesson from students' Study Schedule.
- \_\_\_\_\_ 12. When a student fails a mastery test, the LM does one or more of the following:
  - a. Examines the test results to determine whether a concrete skill or the entire concept is missed.
  - b. Prescribes an alternate lesson when the entire concept is missed and indicates this on the student's Study Schedule.
  - c. Prescribes only the necessary pages to teach a concrete skill missed using the Same text, an alternate lesson, or supplementary work when needed
  - d. Provides tutorial assistance or supplementary work when needed.
- \_\_\_\_\_ 13. The LM is easily accessible to all students.
- \_\_\_\_\_ 14. The LM reinforces students who demonstrate appropriate behaviors – such as raising their hand, being on task – by smiling, touching, verbal acknowledgement, etc.
- \_\_\_\_\_ 15. The LM employs motivation techniques such as contingency contracts, a point-value system, or progress plotters.

- \_\_\_\_\_ 16. The LM gathers pre/posttest data of students exiting the program.
- \_\_\_\_\_ 17. The LM records the total hours of instruction provided to a student during the program.

SUBJECTIVE RATING: In your view, to what degree does the LM function in an organized and efficient manner? (Circle the appropriate number.)

Negative            1            2            3            4            5            Positive

COMMENTS:

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SCORING KEY: For each item marked **S** in Section I, add 1 point and total the points for all 17 items.  
Score: \_\_\_\_\_

Use the total scores below and your comments as a guide for assessing performance, implementing staff development plans, or providing assistance with managing and operating the Pace Learning System(s).

- 16-17            **Excellent.** LM has retained and applies the skills taught during training. LM provides students with guidance, personal involvement, reinforcement, and instruction. The LM has evidence of attending workshops and of receiving training from PACE Learning Systems. The LM uses current management techniques and is resourceful in establishing and maintaining an effective learning environment.
- 14-15            **Good.** The LM practices many skills taught in training but overlooks several techniques. (Variables such as a heavy workload, limited exposure to consultation in management skills may be contributing factors to LM's omission of important management techniques.)
- 12-13            **Fair.** Management skills of the LM are adequate, but the learning environment is not sufficiently reinforcing or progressive. Student achievement and positive attitude are lacking.
- 11 or less        **Inadequate.** LM is in need of training and consultation.

## SECTION II: THE STUDENTS

**DIRECTIONS TO EVALUATORS:** Observe the behavior of the students during one or more class periods. Include the first 15 minutes and the last 15 minutes of the class in your observation.

- \_\_\_\_\_ 1. Students enter the lab, pull their folders, and proceed to check their Study Schedule for the lesson assignment, or they follow other set procedures for getting started.
- \_\_\_\_\_ 2. Students get their own material and begin lessons with minimal assistance, or LM provides materials to students immediately when they enter the classroom.
- \_\_\_\_\_ 3. Students are seated and organized within 5 minutes of the beginning of class.
- \_\_\_\_\_ 4. Students raise their hands when they desire assistance.
- \_\_\_\_\_ 5. Students write responses to questions and do figuring on scratch paper before checking the answers in the lesson.
- \_\_\_\_\_ 6. Students check their answers after each page of the lesson.
- \_\_\_\_\_ 7. When their first answers are incorrect, students redo their work or request assistance before moving on to the next page.
- \_\_\_\_\_ 8. Students bring their material and written responses to the LM or assistant before taking a mastery test.
- \_\_\_\_\_ 9. Students raise their hands when they have completed a mastery test and are ready for the test to be scored.
- \_\_\_\_\_ 10. Students appear to be on-task at least 85% of the time.
- \_\_\_\_\_ 11. Students do not interfere with others who are working by talking, laughing, etc.
- \_\_\_\_\_ 12. Students work quietly without speaking aloud, shifting positions and papers frequently, etc.
- \_\_\_\_\_ 13. Students throw away any scratch paper, return unused paper to their folders, and put their folders away in an organized manner.
- \_\_\_\_\_ 14. In the “Date Completed” column of their Study Schedule, students record, in pencil, the number of the page on which they stopped if class ends before they complete a lesson.
- \_\_\_\_\_ 15. Students calculate their own EQ, plot their own progress and/or follow their own contract if these techniques are used.
- \_\_\_\_\_ 16. Students return all materials to the appropriate place when class is over.

SUBJECTIVE RATING: Based on their behavior in class, how do you rate the general attitude of the students towards the education program? (Circle the appropriate number.)

Negative            1            2            3            4            5            Positive

COMMENTS:

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SCORING KEY: For each item marked S in Section II, add 1 point and total the points for all 16 items.  
Score: \_\_\_\_\_

- 15-16            **Independents.** The students in this category are independent learners who understand the program’s objectives and, without prompting, complete their individual program successfully. They achieve their educational objectives rapidly.
  
- 13-14            **Responsibles.** These students, although not completely independent, do demonstrate responsibility for their own learning and try hard when encouragement and reinforcement are present. These students do need occasional assistance and should be monitored at consistent intervals. LM should reinforce these students when they show more independent behaviors.
  
- 11-12            **Dependents.** These students largely rely on the LM to provide materials, direction, and incentives. If response from the teacher is not immediate, they loiter, talk, and are slow to get their materials and begin working. They must be trained by the teacher to be more responsible and independent, or the management of the classroom will deteriorate. Student orientation is an important part of their training.
  
- 10 or less            **Disrupters.** These students must be monitored closely and can contribute to a rapid deterioration of program effectiveness. The teacher should employ special motivation and management techniques with disrupters.