



LEVEL 2 INSTRUCTOR SELF-ASSESSMENT SKILL SHEET

Intermediate Instructional Competency

(Incorporates Level 1 skills + new Level 2 competencies)

Scoring Rules

- **C = Critical** (must pass all)
- Level 2 available points: **42**
- Passing: **≥ 35 points** AND all critical items
- Advancement: Passing Level 2 authorizes progression to Level 3.

LEVEL 2 TOTAL:

Total Possible: 42 **Score:** _____

Result: PASS / FAIL

Requirement to move to Level 3: ≥ 35 points + all criticals passed

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	Skill	Points	Score
Preparation	Pre-classroom environment checked for noise/light issues	1	
	Chose deliberate starting posture/location	1	
	Ran a short rehearsal for timing (not just content)	1	
	Verified no distracting background elements	1	
	Confirmed slide order & transitions match intended narrative	1	
	Had 1–2 backup examples ready	C	
	Notes/slides reflect deliberate prioritization (not clutter)	1	
	Started presenting with confident opening stance	1	
	Critical: Instructor did not appear unprepared or improvising due to lack of review	C	
Voice, Pace, Persona	Intentionally varied tone at least twice for emphasis	1	
	Demonstrated controlled pacing changes	1	
	Reduced Level-1 filler language compared to earlier performances	1	
	Showed confidence through posture changes (not stiff)	1	
	Used deliberate silence for impact at least once	1	
Clarity & Expansion	Provided <i>multiple</i> examples when concept required it	1	
	Responded to self-noted confusion moments (e.g. rephrasing)	1	
	Avoided rambling or unstructured tangents	1	
	Used clear transitions that forecast next point	1	
	Demonstrated ability to summarize a block cleanly	1	
	Critical: Instructor did NOT lose track of content or sequencing	C	
	Critical: Instructor did NOT contradict earlier points or confuse narrative	C	
Engagement Skills	Asked two or more engagement-check questions	1	
	Showed “reading the room” through mid-sentence adjustments	1	
	Rephrased a point when the delivery felt unclear	1	
	Demonstrated awareness of dead moments (e.g. recovered smoothly)	1	
	Used relatable story or analogy tied directly to lesson objective	1	
	Incorporated humor or warmth strategically (not randomly)	1	
	Used eye contact as a conversation tool, not formality	1	
	Recognized and corrected early drift in energy or tempo	1	
	Created at least one moment of cognitive pause (e.g. “think about...”)	1	
	Showed intentional forward momentum, avoiding stalling	1	
Instructor did NOT ignore an obvious engagement failure (e.g., long monotone block, confused explanation)	C		



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Slide Use and Visual Control	Slide pacing matched spoken pacing	1	
	Instructor highlighted visual elements verbally (not pointing only)	1	
	Deliberate choice of when <i>not</i> to use slides	1	
	Used a moment of “slide-off teaching” (teaching without visuals)	1	
	Instructor did NOT overuse slides to replace genuine teaching	C	
Timing, Flow and Adaption	Adjusted timing mid-delivery without rushing	1	
	Recognized when a concept needed more/less time	1	
	Maintained logical flow through transitions	1	
	No sudden jumps or dropped segments	1	
	Gave a concise mid-block recap	1	
	Used a soft reset phrase (e.g. “Let’s bring this back...”)	1	
	Ended cleanly without filler wrap-up	1	
	Instructor did NOT substantially misjudge time causing content loss or overrun	C	
Professionalism	Maintained composure during small mistakes	1	
	Used self-correction confidently	1	
	Demonstrated consistent professional language	1	
	Showed instructor persona intentionally (not accidental mood)	1	

