

# **Expanded Dispatch Support Dispatcher, D-310**

## **Evaluation Kit Instructions and Evaluation Letter Template**

# Introduction

The Excel document named *Evaluation Kit.xlsx* is a workbook designed to facilitate initiating and maintaining accurate and timely student scores acquired during the evaluation phases of Expanded Dispatch Support Dispatcher, D-310.

The workbook contains eight labeled tabs. The first two tabs are the *Coaches* and *Student Roster*. As initial information such as names, addresses, and group numbers are entered on these rosters, fields in the *Student (1)*, *Student (2)*, *Student (3)*, and *Student (4)* tabs of the workbook are automatically completed. This automatic completion minimizes errors and the amount of data entry required by the coaches.

There is a *Scoring Worksheet* tab which provides a document for the coach to print off and use for manual collection of scores and comments. This allows the coach to enter the scoring data into the workbook all at once at the end of the day.

The last part of the Evaluation Kit is the *Summary*. Scoring information from the individual student tabs updates this part automatically. This is helpful in determining how well an individual student or the group as a whole is performing. Daily entry and display of scoring information can alert the instructor cadre to those who may be struggling with the curriculum.

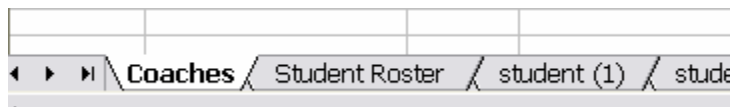
The Evaluation Kit saves time, improves flexibility and when used properly, assures scoring accuracy. These are all desirable attributes in any instructional environment, but they are particularly important to such a time-intensive course as Expanded Dispatch Support Dispatcher.

# Initial Setup

Each Evaluation Kit is designed for scoring **ONE** group. This means that each group must have their own version of “*Evaluation Kit.xlsx*.” If not provided initially, it is necessary to provide one copy of the file to each group by copying and renaming the original file according to each respective group’s number. For example, a class of six groups would have a set of files with suggested filenames that look something like this:

**group\_1.xlsx**  
**group\_2.xlsx**  
**group\_3.xlsx**  
**group\_4.xlsx**  
**group\_5.xlsx**  
**group\_6.xlsx**

## Coaches tab:



Be sure to complete all blocks on this Roster (and add any remarks, if applicable). They will provide data that will be used in the auto complete fields on all the rest of the spreadsheets. A sample is shown below.

**Inclusive Dates:** Enter the beginning and ending dates of the course. This format is flexible so anything similar to these will serve nicely: M/D-D/YY or M/D-M/D/YY.

**Group ID:** Enter the Group ID number from the Group List Form (assigned by Course Coordinator) this will be a number between 1 and 6.

**Coach ID:** Enter the assigned Coach ID number from the Group List Form – this will be a letter between A and J.

**First and Last Name:** Enter the first and last name of the coach.

## Student Roster tab:

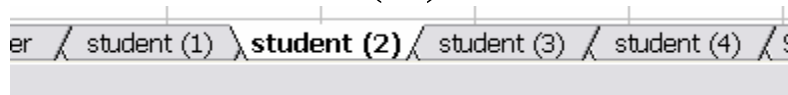


**Group ID and Inclusive Dates:** You will not be able to type in these fields; they show whatever data was entered on the “*Coaches*” worksheet tab.

### Student Information:

- Enter the Student ID number from the Group List Form (assigned by the Course Coordinator), the student’s first and last name, and the Pretest score for each student. This data will be used to provide information on one of the student tabs (“Student (1)”, “Student (2)”, “Student (3)”, or “Student (4)”). The data will also carry over to the “Summary” and “Scoring Worksheet” tabs. If time permits, you might find it helpful to change the name of the “Student (X)” tab to correspond with the name of the student for clarity and quick identification.
- Be sure to complete the information requested for each student, as it will be necessary when mailing the completed course documents to their home unit.

## Student (X) tab:



The header information (student ID, First and Last name, and Group ID) will carry over from previous spreadsheets.

- **Enter Functional Area and Date:** Enter the name of the functional area that the student will complete first (Overhead, Crews, Supply or Equipment) into the top box of the yellow column. Enter the date the student does this function into the second box of the yellow column. Continue this way throughout the class, using the blue, green and purple columns to enter the rest of the functional areas and dates performed.
- **Participation Element:** Enter the score the student receives for each observable participation element on the first day of the simulation into the yellow column; continue as noted above using the rest of the columns as the simulations progress.

- **Input Score:** Enter the total score received into the yellow input score box after grading the input data collected at the end of the first simulation. Continue to place the input score into the blue, green and purple boxes as the student progresses through the rest of the simulations.
- **Discretionary Points:** Enter the total discretionary points earned (if any) during the performance of a particular function in the boxes provided. There is a maximum of 10 per function.
- **Remarks:** Use this area to jot any notes you want to add that may help when writing a final evaluation/recommendations (“strong IROC skills,” “documents well,” “needs work on shift brief,” etc.).

Scoring totals and statistical percentages are calculated automatically – this helps the coach to determine if a student is falling behind and what specific areas they need assistance with.

For example:

D-310 Support Dispatcher Individual Simulation Scoring/Final Score Determination							
Student: 6	John Brown			Group: 2			
Enter Functional Area (Equipment, Crews, Overhead, or Supplies):	Crews	Overhead	Equipment	Supplies	Totals:		
Enter Date Function Performed (m/d/yy):	9/23/06	9/25/06	9/26/06				
Observable Participation Element	(Maximum Possible Points)						
Display Initiative	4	3	2	1	4	10	
Follows Instructions	4	3	2	4	1	10	
Documents	4	3	2	1	4	10	
Communicates (oral briefings)	4	3	2	4	1	10	
Communicates (written briefings)	4	3	2	1	4	10	
Adaptability	4	3	2	4	1	10	
Manages functional area	4	3	2	1	4	10	
Teamwork	4	3	2	4	1	10	
Functions well under stress	4	3	2	1	4	10	Percentage of total points possible
Interest Level	4	3	2	4	1	10	
Subtotal (calculates automatically):	40	30	20	25	25	100	62.5%
Input Score:	100	90	80	75	75	320	80.0%
Discretionary Points:	10	9	8	5	5	27	67.5%
<b>Exercise Total:</b>	<b>150</b>	<b>129</b>	<b>108</b>	<b>105</b>	<b>105</b>	<b>447</b>	<b>74.5%</b>
Coach: 3	Remarks:	Documents poorly, had a tough time with the cardstock. Unfamiliar with many equipment items.			Pretest	375	93.8%
Minnie Mouse					Final Score	822	82.2%

## Summary tab:

ident (3)	student (4)	<b>Summary</b>	Optional
-----------	-------------	----------------	----------

This sheet is updated entirely by preceding sheets in the workbook. No manual entry is required nor should any be attempted.

An example:

D310, Support Dispatcher Group Summary				Inclusive Dates:	9/22-9/23-2000
Group: 2	Coach: 1	Daffy Duck	Coach: 3	Minnie Mouse	
Students:	Mary Lamb	Danny Little	John Brown	Bob Smith	
Pretest Score	395	380	375	380	
Simulation Input Total Score	295	320	320	360	
Class Participation Total Score	98	80	100	130	
Total Discretionary Points	22	32	27	40	
Final Score	810	812	822	910	
				*Group Average:	838.5

## Scoring Worksheet tab:

This is an optional document designed to be printed out and used by the coaches for handwriting scores, notes, etc. The scores can then be entered into the “**Student (X)**” spreadsheet at the end of the day. The “*Coaches*” and “*Student Roster*” spreadsheets provide some of the information for the form; delay printing the “*Scoring Worksheet*” forms until the data is entered on the spreadsheets.

To print the Scoring Worksheet, ensure the “Scoring Worksheet” tab is selected.  
Go to: *File-> Print-> Print Active Sheets*

It is recommended that coaches keep all worksheets until after all grading has been completed and make them available for any post-instruction inquiries.

## D-310 Student Evaluation Letter

Student Name: \_\_\_\_\_ Course Dates: \_\_\_\_\_

The statement checked below indicates the overall results of the performance of the student in the D-310, Expanded Dispatch Support Dispatcher course.

- \_\_\_\_\_ 1. Student successfully completed the training course for D-310. The student appears to meet all training and experience requirements as prescribed by the National Interagency Management System Qualification Standards, but must be confirmed by the Unit certifying official. They must also serve as a trainee before being qualified. I recommend that an Expanded Dispatch Support Dispatcher (EDSD) Task Book be issued.
  
- \_\_\_\_\_ 2. Student completed the training course requirements; however, the recommendations below should be fulfilled to meet the National Interagency Incident Management System Qualifications Standards. Recommend \_\_\_\_\_ training assignments as Expanded Dispatch Recorder (EDRC).
  
- \_\_\_\_\_ 3. Student did not meet the minimum standards necessary to receive the course certificate because of failure to meet the minimum course standards/exercise grade.

### Specific Recommendations

Strengths: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Needs Improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Required training & experience: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_

Coach Signature: \_\_\_\_\_

Lead Instructor: \_\_\_\_\_