

Quality Assurance Trainer Observation

Trainer Name:

Training/Series Title:

Date of Training:

Observer(s):

Professionalism

1.A. Creates a professional and ethical atmosphere

Consider the following as evidence:

- Appears trustworthy, caring, helpful, approachable
- Dressed in a clean, neat and professional manner
- Introduces themselves
- Includes time for participant introductions to the group
- Addresses participants by name throughout the training
- Creates a welcoming environment (greet participants as they enter, places them at ease)

1.B. Demonstrates respect for individual/audience needs

Consider the following as evidence:

- Responsive to needs and questions
- Employs active listening
- Shows flexibility by adjusting the training to meet individual needs
- Interested in new ideas
- Appreciative of differing viewpoints and participant contributions to learning

1.C. Respects the diversity of the participants and demonstrates cultural competence

Consider the following as evidence:

- Respects differences
- Fair/equitable treatment
- Communication is sensitive to cultural differences
- Communication is void of harassment, discrimination, intolerance
- Makes necessary accommodations for participants' needs
- Learning is inclusive

Learning Environment

2.A. Creates Group Agreement and seeks group input

Consider the following as evidence:

- Group agreement is started by trainer
- Participants are asked for input
- Group agreement is posted during the session

2.B. Uses continuous/collaborative learning principles

Consider the following as evidence:

- Performs frequent and regular group processing
- Encourages constructive conversation and furthers the discussion
- Asks open-ended questions
- Learning takes place in small/large groups
- Utilizes active learning techniques (individual exercise, Q&A, feedback, share/pair, cooperative learning, etc.)
- Encourages participation in activities and discussions
- Varies roles (lectures, facilitates, group process)

2.C. Manages unforeseen situations

Consider the following as evidence:

- Manages conflict
- Controls impact of sensitive materials
- Calms disturbances
- Eases embarrassments

2.D. Creates a room arrangement that is comfortable and appropriate for adults

Consider the following as evidence:

- Signage is posted to guide participants to the room
- Lighting is appropriate
- Adult-sized seating is used
- Seating arrangement allows all participants to see and hear the trainer and feel as if they are part of the group
- Temperature is adjusted, as needed
- Soothing music is played upon entry and during breaks
- Controllable distractions are minimized
- Trainer informs participants of relevant housekeeping issues and logistics (restrooms, food, break areas)
- Trainer provides extra supplies, such as pens, sticky notes, "fidgets", name tents, and small candies

2.E. Keeps training focused and on schedule

Consider the following as evidence:

- Participants appear engaged throughout
- Time is allotted appropriately for the objectives to be met and necessary assessments to be completed (did not end too early or go too late)
- Breaks are timely
- Brings the group back to focus if discussion goes off topic
- Uses warnings or other mechanism (bells, lights) for transitions and/or gaining attention
- Start/stop times are prompt

Presentation

3.A. Delivers training using characteristics of effective speaking

Consider the following as evidence:

- Encouraging/enthusiastic/confident delivery
- Stands with an upright, open body position
- Use of hands, gestures, body language, and facial expressions are smooth, natural and enhance the presentation
- Spends minimal, if any, time behind a podium
- Rate/volume of speech is neither too fast/loud nor too slow/soft
- Thinks quickly and reacts appropriately to unexpected questions and situations
- Stimulates thinking through verbal enhancers such as analogies and comparisons
- Uses humor appropriately

3.B. Delivers clear instructions and provides accurate demonstrations

Consider the following as evidence:

- Explains activities
- Offers understandable directions
- Ensures participants' understanding of directions
- Provides demonstration of a task prior to asking the participants to perform the task

3.C. Support materials enhance learning

Consider the following as evidence:

- Trainer is prepared with the materials needed
- PowerPoint presentation and handouts use adequate spacing and font size, use of pictures, and spelling errors do not interfere with reader's ability to understand
- Uses technology to enhance learning (integrates videos, powerpoint, etc.)
- Is able to operate the media devices necessary for the training in an efficient manner (i.e., clicks through the slides at the correct time, has videos cued to correct sequence)
- Allows necessary time for participants to take notes or provides copies of PowerPoint slides
- Provides resources for future reference such as websites, community resources, books

Instruction

4.A. Exhibits knowledge and advanced skills in content area and the competencies related to that area

Consider the following as evidence:

- The material presented is accurate
- Answers questions correctly or commits to follow up on answers that are not known
- Aligns content and activities with objectives/competencies

4.B. Shares objectives and goals

Consider the following as evidence:

- Identifies at beginning of training
- Revisits throughout
- Identifies realistic expectations/gains
- Relates objectives to future learning

4.C. Content, and its delivery, meet the objectives

Consider the following as evidence:

- The content addresses the objectives
- Content is arranged in manageable blocks of information
- Training format and content provides for a deep understanding of a small number of concepts, rather than only providing a brief overview of a large number of topics.
- Content flows smoothly, in a logical format that is easy to follow

4.D. Provides closure/summary from one content area to the next

Consider the following as evidence:

- Appropriate transitions between concepts are utilized indicating a change in focus
- Closes an objective before moving on
- Connects material from one segment to the next

4.E. Content is presented appropriately to audience level

Consider the following as evidence:

- Opening activity links to previous experience
- Asks questions to connect to practitioners' experience
- Connects content to practical application
- Makes connections between theory and practice
- Content activities are appropriate/respectful of adult learning
- Content activities are relevant to the content and demonstrate participants' understanding of the content being presented

Design

5.A. The organization of the training maximizes learning

Consider the following as evidence:

- Agenda/Outline of the day is presented at the beginning
- Agenda is followed as outlined
- Format is balanced so that an appropriate amount of time is spent on each concept/activity
- Stays on task
- A variety of learning styles are addressed (visual, auditory, kinesthetic)

5.B. The PACES is formatted to meet the objectives

Consider the following as evidence:

- PACES format is followed
- As applied, the elements of the PACES connect well to meet the objectives

5.C. Exercises are likely to result in a transfer of learning to the workplace

Consider the following as evidence:

- Exercises are directly related to the content
- Exercises mimic the work environment
- Exercises serve as opportunities to practice using the content in a manner they can use back in their settings
- Exercises are well-designed and implemented appropriately (i.e., in a manner such that participants can successfully complete them without much trainer involvement)
- It was evident that participants clearly understood the connection between the exercises and workplace expectations

Assessment

6.A. Assesses needs of participants prior to training

Consider the following as evidence:

- Pre-assesses through questions, mapping, carousel, etc.
- Conducts an activity to preview or activate prior knowledge of the concepts being presented

6.B. Summarizes main concepts/reviews objectives at the close of the session

Consider the following as evidence:

- Reviews main concepts and connects them for meaning
- Asks for participant input in summarizing main concepts, either through an activity or through discussion

6.C. Checks for understanding throughout delivery

Consider the following as evidence:

- Asks questions to ensure understanding after each main concept/objective is presented
- Provides sufficient time for response
- Addresses misunderstandings
- Solicits feedback; accepts critique
- Provides feedback to enhance learning
- Monitors conversation in small groups and intervenes, if necessary

6.D. Uses appropriate methods for assessing training outcomes

Consider the following as evidence:

- Expresses importance of assessments
- Encourages honesty in responses
- Reaction survey
- Post/Pre test
- Reviews Implementation Plans, discusses its purpose and emphasizes completion of plans
- Group discussions