



PBCC Institute of Excellence in Early Care and Education

Quality Assurance Trainer Observation

Trainer Name:

Training/Series Title:

Date of Training:

Observers:

	Standard Met	Modifiable Element
1. Professionalism		
1.A. Creates a professional and ethical atmosphere		
Trustworthy		
Caring		
Helpful		
Respectful		
Proper attire		
Approachable		
1.B. Demonstrates respect for individual/audience needs		
Responsive		
Considerate		
Shows appreciation for contributions to learning		
Encourages participation		
1.C. Shows diversity awareness		
Fair/equitable treatment		
Sensitive communication		
Void of harassment, discrimination, intolerance		
Makes necessary accommodations		
1.D. Promotes continuous/collaborative learning		
Learning is inclusive		
Learning takes place in small/large groups		
Appropriate feedback provided		
All learning styles addressed		
2. Learning Environment		
2.A. Arranges comfortable cross-cultural climate		
Contributes to individual, personal, and professional growth		
Connects material to participant experience		

Accepts multiple points of view		
2.B. Facilitates the setting of group agreement and the trainer's role in supporting the agreement.		
2.C. Engages audience in constructive dialogue that supports new information and points of view		
Encourages useful conversation		
Solicits feedback		
Asks for differing ideas		
Asks open-ended questions		
Employs active listening		
2.D. Manages unforeseen situations		
Manages conflict		
Controls impact of sensitive materials		
Calms disturbances		
Eases embarrassments		
2.E. Shows awareness of appropriate room arrangement and comfortable environment		
Lighting is appropriate		
Participants can see/hear equally		
Temperature is tolerable		
Trainer is welcoming		
Participants are placed at ease		
Distractions minimized		
2.F. Keeps training focused and on schedule		
Participants are engaged throughout		
Time is allotted for objectives to be met		
Breaks are timely		
Start/stop times are prompt		
3. Presentation		
3.A. Delivers training using criteria for effective speaking		
Encouraging/enthusiastic delivery		
Standard American English		
Effective word choice		
Appropriate body language		
Strategies to ease tension		
3.B. Delivers clear instructions		
Identifies objectives of workshop		
Explains activities		
Offers understandable directions		
Ensures participants' understanding of directions		

3.C. Demonstrates proficiency in technology/multi-media appropriate to the training environment.		
Uses technology to enhance learning		
3.D. Displays flexibility		
Is receptive		
Responds to the needs of the participants		
Varies roles (lectures, facilitates, group process)		
Thinks on the spot		
3.E. Organizes materials for positive learning experience		
4. Instruction		
4.A. Exhibits knowledge and advanced skills in content area and the competencies related to that area		
Presents with assuredness		
Knowledgeable and accurate		
Aligns content with competencies		
4.B. Shares objectives and goals		
Identifies at beginning of training		
Revisits throughout		
Identifies realistic expectations/gains		
Gains consensus for outcomes		
Relates objectives to future learning		
4.C. Encourages transfer of learning to workplace		
Reviews Implementation Plans		
Discusses purpose of plans		
Emphasizes completion of plans		
Connects content to practical application		
4.D. Seeks on-going feedback, facilitating storage and recall		
Asks questions		
Encourages response		
Promotes critique		
Further discussion		
Responds to questions and confusion		
Addresses misunderstandings		
4.E. Follows format of curriculum including using relevant reading and handouts to reinforce competencies addressed		
Stays on task		
Uses support materials appropriately		

4.F. Engages audience participation		
Utilizes active learning techniques (individual exercise, Q&A, feedback, share/pair, cooperative learning, etc.)		
Adapts training content to participants' needs		
Encourages participation in activities and discussions		
4.G. Demonstrates cultural competency		
Respects differences		
Accepts differing viewpoints		
Shows interest in new ideas		
4.H. Provides closure/summary from one content area to the next		
Closes an objective before moving on		
Indicates when changing focus		
Checks for understanding before continuing		
Connects material from one segment to the next		
4.I. Encourages critical thinking appropriate to audience level		
Asks questions to connect to practitioners' experience		
Encourages connections between theory and practice		
4.J. Stimulates thinking through verbal enhancers		
Uses analogies		
Uses comparisons		
Asks questions		
5. Assessment		
5.A. Assesses needs of participants prior to training		
Pre-assesses through questions, mapping, carousel, etc.		
5.B. Summarizes and discusses understanding of objectives; checks for needs met		
5.C. Checks for understanding throughout delivery		
Asks questions		
Provides sufficient time for response		
Addresses misunderstandings		
Solicits feedback		
Engages in discussion		
Monitors conversation in small groups		
5.D. Understands methods of assessing training outcomes		
Reaction survey		
post/pre test		
Implementation Plans		
Group discussions		