



Trainer Observation Form

Trainer:
Workshop:

Date:
Observer:

Rating Scale:

Skill Fully Performed	Skill Partially Performed	Did Not Perform the Skill	Not Applicable
Trainer performed each component of the skill consistently throughout the workshop	Trainer performed some, but not all, components of the skill; OR there were times when the trainer failed to perform the skill	Trainer failed to perform the skill at any point during the workshop	It was not necessary for the trainer to perform the skill

ABILITY TO USE PRINCIPLES OF ADULT LEARNING

Fully Performed Partially Performed Not Performed N/A

				1. Trainer greeted learners and addressed their comfort needs.
COMMENTS:				
				2. Trainer used an appropriate amount of time for introductions, “ice-breakers,” or other activities to begin the engagement process. Typically, icebreakers should be no more than 20 minutes. However, longer icebreakers may be used in multi-day trainings, or in trainings that need to create a high level of comfort (such as a sexual abuse workshop)
COMMENTS:				
				3. Trainer effectively communicated the learning objectives and competencies addressed. Trainer does not have to read each competency, but should have them as a visual (handout, flipchart, PPT slide); Trainer should have the group review the competencies and ask for questions; Trainer should make a statement that the OCWTP is a competency based training system; Trainer should incorporate the learning objectives into the agenda as it is verbally reviewed.
COMMENTS:				
				4. Trainer asked learners to identify their own learning needs.
COMMENTS:				

Fully Performed	Partially Performed	Not Performed	N/A	
				5. Trainer drew on and incorporated learners' experiences and expertise. For example, when reviewing subsidy negotiation, the trainer might ask a learner to share his experience with negotiation of subsidy.
COMMENTS:				
				6. Trainer used training strategies and adjusted presentation methods to address differences in learners' experience, education, cultural background, learning styles, and role in the child welfare system. Ex. Trainer was sensitive to generational differences in learning style.
COMMENTS:				

ABILITY TO USE A VARIETY OF TRAINING DELIVERY SKILLS

Fully Performed	Partially Performed	Not Performed	N/A	
				7. Trainer used a variety of verbal and nonverbal communications to keep learners' interest and highlight key points. Examples: volume, pace, tone, inflection, hand movements
COMMENTS:				
				8. Trainer used a variety of verbal enhancers to explain essential concepts. Examples: illustrations, creative phrasing, analogies, quotes, rhetorical questions
COMMENTS:				
				9. Trainer used summarization, bridging, and segue to assure continuity between segments of the workshop.
COMMENTS:				

ABILITY TO USE A VARIETY OF GROUP FACILITATION SKILLS

Fully Performed	Partially Performed	Not Performed	N/A	
				10. Trainer provided adequate verbal and/or written instructions for small group activities and periodically checked on each group's progress. Trainer moved from group to group and answered questions.
COMMENTS:				
				11. Trainer kept learners on task and maintained established timeframes while remaining responsive to learners' needs and concerns.
COMMENTS:				
				12. Trainer used reflective listening and feedback to encourage learner involvement and guide the direction of the discussion.
COMMENTS:				
				13. Trainer involved resistant and disruptive learners.
COMMENTS:				
				14. Trainer resolved areas of confusion or disagreement while maintaining a positive training environment.
COMMENTS:				

ABILITY TO INCLUDE CULTURALLY RELEVANT INFORMATION AND TO FACILITATE CULTURE AND DIVERSITY DISCUSSIONS

Fully Performed	Partially Performed	Not Performed	N/A	
				15. Trainer incorporated examples that enhance learners' understanding of and comfort with the cultural issues inherent in the topic.
COMMENTS:				
				16. Trainer differentiated stereotyping from culturally relevant information. Trainer refrained from using over-generalizing statements to describe culturally diverse groups and encouraged learners to ask questions rather than make assumptions.
COMMENTS:				
				17. Trainer acknowledged and constructively dealt with cultural misunderstandings. If learners had a disagreement related to value differences, trainer responded in a way that respected differing opinions and did not allow the environment to become hostile.
COMMENTS:				

ABILITY TO PROFESSIONALLY AND ETHICALLY CONDUCT WORKSHOPS

Fully Performed	Partially Performed	Not Performed	N/A	
				18. Trainer was fully prepared to present the workshop Examples: did not read from notes, explained activities thoroughly, raised relevant issues identified in videos or other media, easily located materials to which he referred
COMMENTS:				
				19. Trainer avoided creating any distractions to the learner. Examples: cell phone use, clanging jewelry, and unnecessary vocalizations such as like or umm.
COMMENTS:				
				20. Trainer was respectful of clients and maintained confidentiality when discussing cases.
COMMENTS:				

Fully Performed	Partially Performed	Not Performed	N/A	
				21. Trainer prepared and debriefed learners when addressing potentially distressing material. Example: Trainer stated that the abuse slides are disturbing and trainees can choose not to look; trainer gave learners opportunity to express feelings and discuss slides.
COMMENTS:				
				22. Trainer operated equipment proficiently and was able to troubleshoot or use a contingency plan if needed with little disruption to the workshop.
COMMENTS:				

ABILITY TO INCORPORATE RELEVANT RESEARCH AND LAWS

Fully Performed	Partially Performed	Not Performed	N/A	
				23. Trainer used empirically supported information in the workshop. Empirically supported information is information from primary research, as opposed to personal or practice experience.
COMMENTS:				
				24. Trainer appropriately cited others' work verbally, and on handouts, PowerPoint slides, and other documents. Sources should be given for stats, theories, charts/graphs, and any other information presented as fact. For Example: According to American Human, there were over 83,800 sexual abuse victims in 2005 alone
COMMENTS:				
				25. Trainer informed learners of relevant laws, state mandates, and rules.
COMMENTS:				

ABILITY TO PROMOTE TRANSFER OF LEARNING

Fully Performed	Partially Performed	Not Performed	N/A	
				26. Trainer incorporated a variety of activities that supported transfer of learning. Examples: idea catcher, action plans, role-plays, case scenarios, video clips; Do not have to use the idea catcher and action plan forms, but should be encouraging the behaviors
COMMENTS:				
				27. Trainer presented relevant case examples and asked thought-provoking questions to encourage critical thinking. Critical thinking: accurately interpreting observations/information and making decisions based on these interpretations.
COMMENTS:				
				28. Trainer elicited examples of practice dilemmas and successes and helped learners identify and resolve barriers to application of material to their work.
COMMENTS:				
				29. Trainer recommended additional resources to promote further skill development.
COMMENTS:				

ABILITY TO DELIVER CONTENT

Fully Performed	Partially Performed	Not Performed	N/A	
				30. Trainer covered the content as specified in the workshop outline and competencies. To accurately answer this question, a copy of the trainer's outline with timeframes is needed.
COMMENTS:				
				31. Trainer spent the approximate amount of time on topics as indicated in the workshop outline. To accurately answer this question a copy of the trainer's outline with timeframes is needed. Only note large discrepancies. If trainer had to adjust time frames to meet the needs of the learners, indicate this in the comment box below.
COMMENTS:				

Fully Performed	Partially Performed	Not Performed	N/A	
				32. Trainer was able to relate topic to child welfare practice. Examples: child welfare-related case scenarios, examples from child welfare practice, use of child welfare terminology
COMMENTS:				

ABILITY TO FOLLOW TRAINING DAY POLICIES

OCWTP policy allows for one 15-minute break for every three hours of training. In addition, a 60-minute lunch break is allowed for full day (six-hour) and multi-day workshops. Trainers cannot adjust the start time or end time of the training day, but can give two 10-minute breaks and 70 minutes for lunch.

33. Did the trainer comply with the above policy? Yes No

COMMENTS:

RECOMMENDATIONS FOR FURTHER DEVELOPMENT

34. Can you recommend specific steps the trainer can take to improve this workshop?
 Yes No

COMMENTS:
