

TRAINER OBSERVATION



Trainer Name: _____

Training Date: _____

Training Title: _____

Name of Observer: _____

The Category	The Competency	Indicators to Consider	Level of Expertise	Evidence of Expertise (indication of proficiency)
Training Design	Exhibits knowledge of training design	- Develops measurable objectives that meet training need - Includes variety of methods/materials - Designs with outcomes in mind - Has sufficient delivery time - Applies principles of adult learning - Promotes sequential development - Considers learning styles	☐ Never (not observed) ☐ Sometimes (observed at least once) ☐ Always (observed regularly)	
Professionalism & Ethics	Adheres to guiding principles	- Utilizes professional materials - Maintains a business-like appearance - Skillfully manages the classroom	☐ Never (not observed) ☐ Sometimes (observed at least once) ☐ Always (observed regularly)	
	Demonstrates a responsibility to others	- Shows respect for participants - Fulfills obligation to trainees/agency - Appropriately maintains confidentiality		
	Demonstrates a responsibility to the profession	- Remains current in the field - Seeks professional improvement - Respects/credits the work of others		

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Facilitation Skills	Exhibits exemplary facilitation skills	- Utilizes active learning techniques - Responds to participants cues - Assesses and addresses group needs - Promotes constructive dialogue - Acknowledges participants input - Establishes session ground rules - Effectively co-facilitates	☐ Never (not observed) ☐ Sometimes (observed at least once) ☐ Always (observed regularly)	
Delivery Methods	Utilizes strong delivery methods	- Ensure adequate time for learning - Utilize diverse training modes - Adapts training to audience level - Demonstrates flexibility - Provides information for follow-up - Demonstrates technical savvy	☐ Never (not observed) ☐ Sometimes (observed at least once) ☐ Always (observed regularly)	
Presentation Skills	Demonstrates outstanding presentation skills	- Checks for understanding - Maintains attention - Relates to participants - Uses transitioning and summary - Presents with clarity	☐ Never (not observed) ☐ Sometimes (observed at least once) ☐ Always (observed regularly)	
Transfer of Training	Ensures training knowledge and skills are transferred to participants	- Links objectives to outcomes - Helps solve for transfer barriers - Provides supports for transfer	☐ Never (not observed) ☐ Sometimes (observed at least once) ☐ Always (observed regularly)	

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Learning Environment	Creates a physical, intellectual, and emotional environment conducive to learning	- Is comfortable, accommodating, versatile, modifiable, and amenable - Is participatory, mentally stimulating, accommodates diverse learners, and encourages higher order thinking - Is mutually respectful, assures ease of sharing and teaming, demonstrates sensitivity to diversity, engages, establishes an agreeable code of behavior	☐ Never (not observed) ☐ Sometimes (observed at least once) ☐ Always (observed regularly)	
Equity & Diversity	Ensures equity and diversity are considered in training sessions	- Models cultural competency in the learning environment - Manages emotionally-charged discussions - Integrates multiple cultures into content	☐ Never (not observed) ☐ Sometimes (observed at least once) ☐ Always (observed regularly)	
Evaluation	Utilizes evaluation as part of the training process	- Models assessment strategies - Uses a variety of assessment methods to collect data - Utilizes assessment information for improvement	☐ Never (not observed) ☐ W Sometimes (observed at least once) ☐ Always (observed regularly)	

Strategies for Improvement: