Academy Observation Tool

Trainer Being Observed _____  Date of Observation _____
Location of Observation _____  Time Observation Began _____
Observing Trainer _____  Time Observation Ended _____
Course/Mod. Observed: _____  Total Time of Observation _____

Please record detailed observations of each trainer competency and provide suggestions (if applicable) next to Observation Details of Strengths/Needs.

1. **Concrete Experiences**
   How did the trainer elicit participants' experiences from the field in a way that demonstrated the emotional aspects of the content of the module?
   Observation Details of Strengths/Needs: _____

   NOTE: Concrete experiences are experiences that involve the learner emotionally or engage the learner's feelings. Examples include recalling past experiences, case studies, interviews, and videos. In this instance, the trainer should, whenever possible, draw from the recent experiences of the participants that occurred when the participants were in the field during the mentoring or field portion of the training, or if none, was the trainer being observed able to draw out similar life experiences?

2. **Reflective Observations**
   How did the trainer engage the participants in a relevant reflective discussion or activity?
   Observation Details of Strengths/Needs: _____

   NOTE: Reflective activities require the learner to step back and look at experience, get perspectives of others, and make connections to other experiences. Examples of how this can be done include small group discussions, participant journals, and questioning and directing participants to make connections.

3. **Presentation of Objectives**
   How did the trainer present the objectives of the module?
   Observation Details of Strengths/Needs: _____

4. **Presentation of Concepts and Key Points**
   How did the trainer present and explain concepts and key points of the module?
   Observation Details of Strengths/Needs: _____
5. **Introduction and Monitoring of Practice Activities**

   How did the trainer give instructions and monitor the practice activities?

   Observation Details of Strengths/Needs: _____

6. **Summary of Practice Activities**

   How did the trainer review key points or objectives at the conclusion of practice activities?

   Observation Details of Strengths/Needs: _____

7. **Closure of the module**

   How did the trainer review key points, concepts or objectives at the conclusion of the module?

   Observation Details of Strengths/Needs: _____

8. **Professional Behavior**

   How did the trainer model professional behavior?

   Observation Details of Strengths/Needs: _____

   **NOTE:** PROFESSIONAL BEHAVIOR IS RESPECTFUL and COURTESY to all groups, subgroups, and individuals and adheres to ETHICAL and MORAL standards. Examples of unethical and immoral behavior include actions, comments, stories, and humor which are or promote illegal, dishonest, racist, or sexist attitudes or actions which demean or express bias or prejudice against ethnic groups or individuals, including social service clients.

   This item will occasionally require more judgment than others to rate. For example, stories about clients can be relevant and entertaining, but there can be a fine line between “good, clean fun” and demeaning humor.

9. **Risk-Taking Behaviors of Participants**

   How did the trainer use encouragement and acknowledgement of risk taking behaviors to help establish a safe learning environment?

   Observation Details of Strengths/Needs: _____

   **Note:** EXAMPLES OF RISK-TAKING BEHAVIORS include volunteering to go first in a group activity, asking the first question, admitting lack of skill or knowledge, participating in an activity without knowing what was going to happen when a trainer needed a volunteer, and disclosing something personal. Did the trainer being observed set the tone and establish a safe environment for learners in order to help them to take risks without fear of embarrassment or ridicule?

10. **Examples, Anecdotes, Stories, Analogies and/or Humor**

    How did the trainer use relevant examples anecdotes and/or Humor?

    Observation Details of Strengths/Needs: _____
11. **Verbal Communication Skills**

How did the trainer use verbal communication skills to emphasize important points, demonstrate interest, and stimulate involvement of participants?

Observation Details of Strengths/Needs: _____

Note: EXAMPLES of VERBAL COMMUNICATION skills include direct and indirect questions, paraphrase, repeating and reflection.

12. **Questioning Techniques**

How did the trainer use open and closed ended questions that elicited participants’ critical thinking related to the module content?

Observation Details of Strengths/Needs: _____

Note: This competency differs from responding to questions from the participants. It entails careful preparation of questions that are targeted to the learning content and highlight or accentuate the learning desired. Open-ended questions are questions for which the specific answer is not always known and more than one answer could be acceptable. They stimulate divergent thinking and are related to content requiring application and problem solving skills. Closed questions are questions for which there are specific, known, correct answers. They stimulate convergent thinking and are related to content requiring recall and comprehension.

13. **Nonverbal Communication Skills**

How did the trainer use non-verbal communication skills to emphasize important points, demonstrate interest, and stimulate participant involvement?

Observation Details of Strengths/Needs: _____

Note: EXAMPLES of NONVERBAL COMMUNICATIONS SKILLS include facial expressions, gestures, body movement, and position (eye contact is rated with a separate scale). Verbal and nonverbal communications are not mutually exclusive. Both can occur simultaneously. The evaluator does not have to determine positively that the nonverbal skills by themselves stimulated involvement. If the trainer used nonverbal skills and the participants were involved, it can be assumed the nonverbal skills was the cause. Involvement is the result of a number of skills, and the trainer should not be limited to using one at a time.

14. **Eye Contact**

How did the trainer use eye contact to engage and involve participants?

Observation Details of Strengths/Needs: _____

Note: Examples include consistent eye contact with all participants while trainer is presenting content information and maintaining eye contact with individual participants when they contribute during discussions and activity presentations. However, it can be appropriate on rare occasions for a trainer
to intentionally avoid eye contact to discourage inappropriate participation. If this occurs, it should not have a negative impact on the overall observation for this competency.

15. **Voice**

How did the trainer use vocal characteristics to keep participants engaged?

Observation Details of Strengths/Needs: ______

Note: VOCAL CHARACTERISTICS include tempo, volume, rate, inflection, silence, pausing, and tone. It is acceptable if the trainer “occasionally” did not speak loudly and clearly enough to be heard by everyone in the room.

16. **Instructional Methods**

How did the trainer use variety in instructional methods?

Observation Details of Strengths/Needs: ______

Note: EXAMPLES OF INSTRUCTIONAL METHODS include small group interaction, games, role plays, guided discussions, simulations, structured exercises, and lectures. The content of the standardized training modules must be followed. However, instructional methods may vary.

17. **Instructional Aids**

How did the trainer use instructional aids to demonstrate content?

Observation Details of Strengths/Needs: ______

Note: EXAMPLES OF INSTRUCTIONAL AIDS include notes, handouts, case studies, flipcharts, blackboards, VCRs, and other audio/visual aids. EXAMPLES OF DISTRACTING and interfering use of instructional aids include excessive reading, inadequate number of handouts, handouts which are out of order or missing, not having working markers, not being able to operate equipment, turning the trainer’s back to participants, visual aids that are hard to read, too much content on overheads or flipcharts.

18. **Responding to Relevant Participant Questions**

How did the trainer acknowledge relevant questions and were all questions answered by the end of the module?

Observation Details of Strengths/Needs: ______

Note: Answers to participant questions do not have to come directly from the trainer. It would be very appropriate for the trainer to elicit the answer from the questioning participant, another participant or an expert in the room.

19. **Maintaining Focus on Content**

How did the trainer respond to irrelevant statements, comments, stories and questions?

Observation Details of Strengths/Needs: ______
Note: An example of maintaining focus would be the use of bridges and transitions to move from one topic to another. Another example is spending adequate time on each topic so as to not spend too much or too little time is spent on one topic.

20. Incorrect Participant Responses/Statements Concerning Critical Content

How did the trainer provide a correct answer and what type of reinforcement for participation was provided?

Observation Details of Strengths/Needs: _____

Note: The trainer can provide the correct response either directly or indirectly. Examples of indirectly providing it include; rephrasing, restructuring, repeating questions, using another participant to provide the correct response, or directing the participants to the correct response. If a liability issue is noted document the incident and notify the training manager/supervisor.

21. Disruptive Participant Behavior

How did the trainer intervene and stop the disruptive behaviors?

Observation Details of Strengths/Needs: _____

Note: EXAMPLES OF DISRUPTIVE BEHAVIOR include continually holding side conversations; refusing to participate in activities; reading the newspaper; interrupting; insulting or laughing at others; or, other unprofessional behavior. *Steve

22. Distracting Trainer Behaviors and Mannerisms

What, if any, distracting behaviors or mannerisms did the trainer display?

Observation Details of Strengths/Needs: _____

Note: EXAMPLES OF DISTRACTING TRAINER BEHAVIORS AND MANNERISMS can include aimless gestures and movements, jingling items in pockets, turning away from participants for long periods, and excessive use of verbal fillers such as "er," "um," and "you know." Isolated incidents of these examples should not be considered distracting.

23. Presentation of Florida SACWIS (FSFN) Concepts and Relevant Application

Observation details: _____

Note: All trainers must demonstrate mastery of the FSFN system. In lieu of observing a pre-service FSFN lab, observing trainers will note the accuracy regarding trainer references to, and demonstrations of FSFN during classroom delivery of the integrated Child Welfare Pre-service Curriculum. Prior planning to ensure observations of modules that include FSFN is required.

Based on the above observations the following are areas of identified strengths and needs as well as suggestions for improvement.
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How did the trainer engage participants and maintain their involvement (Family Centered Practice)?

What behaviors, skills and innovative ideas demonstrated by the trainer being observed can I put into practice in my delivery of pre-service training?