Training Peer Observation Tool

Trainer Observed: _____  Date of Observation: _____

Location of Observation: _____  Time Observation Began: _____

Observing Trainer: _____  Time Observation Ended: _____

Course/Modules Observed: _____  Academy Receipt Date: _____

Training and Certification Rule 65C-33, F.A.C. requires that every Certified Child Welfare Pre-Service trainer seeking recertification must successfully complete at least one (1) mandatory observation of his or her pre-service curriculum classroom training skills by an Academy trainer, and at least one (1) mandatory observation of his or her pre-service curriculum classroom training skills by a training peer (from the same or different agency). In addition, certified trainers seeking recertification must also conduct one (1) mandatory observation of a training peer (from the same or different agency) utilizing a standardized observation rating tool, and provide the observed trainer with documented feedback on his or her observed pre-service curriculum classroom training skills.

The purpose of the Training Peer Observation is to allow opportunities for certified trainers to receive behavioral feedback regarding their classroom training skills. The benefit for trainers being observed in the classroom is that they will receive strength-based feedback and suggestions that can be used to continually build upon existing training skills. The benefit to the observing trainers is that they can use the skills and techniques demonstrated by the trainer being observed as a catalyst to implement positive changes in their own training delivery.

Classroom observations will be documented using the Training Peer Observation Tool. The tool consolidates 23 trainer competencies used by the Child Welfare Training Academy when conducting classroom observations into eight (8) basic trainer skill sets. Peer observers will use a narrative process to document behavioral observations, trainer strengths and opportunities for improvement. Peer observers will also record techniques, ideas and skills from the observation that they would like to implement in their own delivery of training.

The tool will serve as the foundation to guide a strength-based discussion for professional development of both the trainer being observed and the observing training peer. Effective and timely feedback is the key to a successful peer observation process. Therefore, the peer observer must:

- Schedule the observation with the trainer and training entity a minimum of ten (10) business days prior to the observation date
- Communicate what to expect before, during and after the observation
- Observe no less than ½ day, and continuing to a full day, if necessary, until all eight (8) trainer skill sets are observed
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- Record observations without disrupting the class or interacting with the trainer or class participants while class is in session
- Participate in a consultation between the observed trainer, the observing peer and an Academy trainer to discuss the observation, the feedback process and ongoing professional development within forty eight (48) hours following the observation. It is not mandatory that the consultation be face to face, but rather it can be done via telephone.
- Facilitate a feedback discussion with the observed trainer, the training manager/supervisor, and the observed trainer’s Academy trainer (if possible) immediately following the training session
- Immediately bring any serious concerns to the attention of the observed trainer, his or her training manager/supervisor and the Academy trainer
- Provide a copy of the completed observation tool to the observed trainer, training manager/supervisor, and the observed trainer’s Academy trainer within fifteen (15) business days following the observation date

Trainer Being Observed: Each ½ day of being observed will count as four (4) hours of professional development training recertification credit for the trainer being observed; each full day of being observed will count as eight (8) hours of professional development training recertification credit for the trainer being observed.

Observing Peer Trainer: For each ½ day spent observing, completing the observation tool, and providing the observed trainer with documented feedback, the observing trainer will acquire two (2) hours of professional development training hours for recertification credit; for each full day spent observing, completing the observation tool, and providing the observed trainer with documented feedback, the observing trainer will acquire four (4) hours of professional development training hours of recertification credit.

1. How did the trainer engage learners at the beginning of the module?
   For example: The trainer elicited field or life experiences related to the concepts of the module being trained from many learners, or the trainer provided an experience (activity, simulation, video, case study, etc.) for learners in which they could emotionally connect to the topic being trained. The trainer allowed many learners to share their feelings and experience(s), and hear perspectives from other learners through discussion or activity. He/she presented and briefly explained objectives of the module.
2. How did the trainer use verbal skills to engage and maintain learner participation?
   For example: The trainer used questions that require critical thinking. The trainer acknowledged learner participation. He/she summarized, paraphrased and used reflection in response to learners, and as a model for family engagement.

3. How did the trainer engage participants in the presentation of concepts and key points?
   For example: The trainer presented in a clear and understandable manner involving most learners. He/she used analogies, examples, stories and humor that brought context to concepts and allowed the same from learners.

4. How did the trainer use physical skills to engage participants?
   For example: The trainer used eye contact, gestures, movement and voice inflection. He/she used the training space effectively.

5. How did the trainer allow learners to actively experiment?
   For example: The trainer provided a model for skills to be practiced. He/she introduced, monitored and facilitated the learners’ summary of practice activities. He/she provided all learners the opportunity to apply concepts?

6. Did the trainer use a variety of interactive instructional methods?
   For example: The trainer used small group interaction, role plays, guided discussion, games, simulations, structured exercises and lectures. When necessary, the trainer adjusted instructional methods to meet learners’ needs. (Content of standardized pre-service curriculum must be followed but instructions methods may vary).

7. How did the trainer maintain a safe learning environment which was free from distractions?
   For example: What distracting trainer behaviors were present (if any How did he/she handle, address or help to eliminate distracting behaviors of learners? Did he/she maintain established guidelines for professional behavior?
8. How did the trainer have trainees summarize and apply concepts learned in the closing of the module?
For example: were participants involved in review of learning points and application through activity or discussion.

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**Summary**

Trainer Strengths:

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Suggestions:

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

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