

TRAINER'S PERFORMANCE ASSESSMENT

Participation

- C How did the trainer affect the group? How aware was the trainer of the effect?
- C Give examples of how the group responded to the session.
- C How many in the group participated? How long? In what ways?
- C How would you describe the group's behavior?

Content

- C What is the primary content of this session?
- C How was this content made clear to you?
- C What does the trainer do that causes you to believe the trainer knows the content?
- C What does the trainer do that causes you to doubt content knowledge?

Design

- C Are the session objectives clear? Does the group share in them? How do you know?
- C How did the trainer give the group a sense of direction?
- C Critique instructions the trainer gave to the group.
- C How did the leader reinforce learning?
- C What gave unity to the design of the session?

Methods

- C Write down every training method you saw used in this session.
- C Which were most effective? Why?
- C Which were least effective? Why?
- C Name three alternative methods the leader could have used.

Adult Learning

- C How did the trainer relate to or draw on the group's experience?
- C How did the trainer relate content to group needs?
- C How did the trainer acknowledge the variety of learning styles within the group?
- C What did the trainer do to establish the learning climate?

Leadership

- C How did the trainer respond to group needs?
- C What decisions were made during the session? How?
- C How much control did the trainer exhibit? The group?
- C What techniques did the trainer use to move the group through the design?
- C How would you describe the trainer's style?

Visuals

- C Name all the visuals used during the session. Which were most effective? Why? Which were least effective? Why?
- C What other visual techniques could have been useful in this session?
- C How did the trainer use him or herself as a visual aid?
- C What message(s) did this convey?

Time

- C Keep track of the time spent on each major segment of the session.
- C Note how much time the trainer talked or lead.
- C Describe the pace for each major segment.
- C How did the pace feel to you?
- C How could the trainer have used the available time better?

Adapted from Bellman, G. M. June, 1976. "A Training Aid for Small Group Skill Development."
Training Magazine.

INSTRUCTOR ASSESSMENT

LESSON DELIVERY

Instructor Name

Date

Instructional Topic

CRITERIA	Low					High				
1. Speaks in clear, understandable English.	1	2	3	4	5					
2. Presents information conversationally rather than reading it.	1	2	3	4	5					
3. Presents and clarifies lesson objectives.	1	2	3	4	5					
4. Moves around the room, varies voice modulation, uses natural and animated hand gestures, maintains eye contact.	1	2	3	4	5					
5. Uses multiple teaching strategies (i.e., lecture, discussions, exercises, written materials) to present information.	1	2	3	4	5					
6. Gives demonstration of procedures.	1	2	3	4	5					
7. Includes practice exercise directly related to objective(s).	1	2	3	4	5					
8. Gives clear directions for practice exercise(s)	1	2	3	4	5					
9. Monitors practice by checking individual student responses.	1	2	3	4	5					
10. Gives feedback on practice at conclusion of exercise(s)	1	2	3	4	5					
11. Asks students questions to check understanding.	1	2	3	4	5					
12. Evaluates learner acquisition of skill objective(s).	1	2	3	4	5					
13. Gives learners positive reinforcement for questions/responses.	1	2	3	4	5					
14. Learners are actively involved for at least 50% of lesson.	1	2	3	4	5					
15. Completes lesson in time allowed, with appropriate allocation of time to all major portions of the lesson plan or curriculum.	1	2	3	4	5					
Other comments:										