

## **Trainer and Training Session Standards Work Group**

**May 21, 2012**

**9:00-11:00 a.m.**

**Willamette Education Service District, Salem**

**Madrona Room**

### **Meeting Notes**

**Present:** Chris Kuran, Barbara Malloy, Crystal Persi, Dee Wetzel, Beverly Briggs, Gwyn Bachtle, Autumn David, Shirley Calonder, Beatriz Marron, Roni Pham, Pam Deardorff

#### **Report-Outs and Further Discussion**

##### **Director Survey-Barbara**

Discussion began about survey questions for directors about training they provide for their staff. We are asking what is needed to increase quality of training. Issues seem to include:

- Sometimes the trainer skill varies from training to training, and some trainers demonstrate more skill than others.
- Descriptions are not always accurate.
- What do directors need to increase quality of training for their staff?
- What about training that is delivered by directors? How is that evaluated?
- What trainers do they often get?
- What evaluations do they do?
- What would they like to know from evaluations?
- Is there something else they would suggest for evaluations?
- Are they willing to be part of a study on implementation of evaluations?
- Survey questions should be easy to summarize.
- Is the on-line training that they access evaluated?
- Two categories: How are evaluations typically done? And do participants get enough time at the end of the session to do them well and thoughtfully?
- Barbara will do a quick survey of directors in Linn and Benton Counties.

##### **Trainer Survey-Gwyn**

Consider what feedback trainers would want in order to know training is successful. Look for skill improvement; look at the goal—what is the perspective of the trainer around quality?

Ways to measure:

Learner outcomes, pre- and post-evaluations

Post training—there is some kind of work submitted

For trainers we need to build in time for learning/reflection/application to practice. Also need to build in time at the end for planning next steps. Do professional development goals come from the training? Can the training be used to update their professional development plan and maybe add an additional related goal? It would be ideal to follow up training with mentoring or coaching on the concepts.

We discussed that skill improvement and gaining in knowledge is important for trainers. Do they have effective goals for the training? What are the learner outcomes? Should we consider a pre- and post-assessment?

Consider what feedback trainers would want in order to know training is successful. Gwyn brought sample questions that we might want to ask trainers about how they evaluate their sessions.

1. Do you have 'learner outcomes' for your trainings?
2. Do you do a pre and post evaluation of trainee knowledge regarding learner outcomes?

3. Do you require post training work submitted to you by trainees so that they demonstrate their practical understanding of training?
4. Do you, as part of the training, build in time for trainee reflection and application of learning strategies? Ex. Next Steps, Professional Development goals updated
5. Do you do follow-up mentoring regarding concepts taught in your trainings?
  - a. If yes, how do you accomplish this? Frequency, method, etc.
6. Do you use a training evaluation form?
  - a. If yes, what areas do you ask for feedback on?
  - b. Do you find the data collected on the evaluation forms useful for improvements?
  - c. Please give an example of the type of data you used to make an improvement to your training.
7. How do you know if your training was 'successful'? What do you consider a successful training?

What are we going to use the trainer survey information for? It needs to be easy to summarize. When we ask open-ended questions, it is harder to summarize. We do want comments, but we also need to have numeric ratings so the data can be summarized and aggregated. The group could send out some open-ended questions to a sample group—those answers could be used to help us form and generate our questions. What are our big questions about what's out there? What do we want to use evaluations to answer for us?

When we look at responses at 4.0 or higher-what if scores are below? Do we ask the trainer to leave the trainer program? Or do we provide support and assistance to help them be successful? What is realistic given time and budget constraints?

We usually do evaluations at the end of training. Should we give evaluations at the beginning at an orientation and have them be completing the evaluations throughout the training? Should we be asking participants at the beginning—What are you expecting to learn?—to find out what their expectations are. They write their expectations at the beginning – in this way, start with evaluation by focusing their attention on what will be accomplished.

#### **What are other state trainer programs doing about trainer evaluation? Bev, Chris, Mary**

We have begun looking at websites ([see attachment for various links](#)), and some trainer programs have implemented an observation system and have developed observation protocols, trainer reflection materials, and professional development planning materials for trainers. We can get some guidance from other states on trainer renewal requirements and the evaluation of the trainer. We will continue our research and bring back more information as we uncover it.

#### **What does the research suggest? Dee**

American Society for Training and Development has a book entitled, "Evaluating Trainer Effectiveness"

--Materials have been ordered from the library

--According to an internet article entitled, "Evaluating new trainers" By Margaret Elwood, Rating checklist sections:

- Training Setting Appearance
- Use of objectives
- Training Management
- Delivery of instruction
- Presentation Skills
- Student participation
- Responsiveness to students
- Knowledge and preparedness
- Strengths
- Areas for improvement

There was extensive discussion around the importance of:

- Creating a positive environment
- Ensuring participant's physical comfort as much as possible
- Being able to create an environment where the presenter and the participants connect to one another.

Pam offered to find more research and bring it next time. And perhaps ASTD has more available.

### **Session Evaluations used by the resource & referral programs-Emily**

Emily was not able to attend today. Shirley brought an example of one used by Marion, Polk, and Yamhill. We know that some use evaluations with scales, such as often, sometimes, and never. Some ask objectives-based questions and others are more generic. It will be good to have an array of samples.

### **More Discussion**

- The standardized session evaluations are too long—double-sided, not enough time to complete them. Bev will investigate.
- Maybe we should pilot a new session evaluation process with one of the standardized curricula.
- Maybe after participants go back to their work settings, they are sent an electronic survey as follow-up.
- Maybe this could be an embedded part of any training of trainers—participants would have to demonstrate that they could do the key elements of the evaluation pieces.
- Questions around doing observations—Who? Cost? How?
- Still like the idea suggested at the last meeting where trainers do observations of other trainers for a portion of their required renewal hours.-Make it part of the requirement. Maybe pilot this idea in a cohort.
- Reminder that we are still talking about two different types of evaluations: trainer evaluations and training session evaluations.

### **Next Steps/Assignments**

- Each work group member will ask two trainers the following questions:
  - What is the most helpful feedback you have ever received on a training evaluation?
  - What would you like to learn from the evaluations of your trainings?
- Group members will bring evaluations that they use to the next meeting on June 25th
- Barbara will conduct a survey of Directors
- Gwen will send her info in for the notes (done)
- Dee will include the suggested trainer evaluation categories with the notes. (done)
- Pam will bring additional research on evaluating/assessing trainer effectiveness

### **Next Meeting Date**

**Monday, June 25, 12:00-2:00pm**, following the Quality Assurance Subcommittee meeting, Oregon Child Care Resource & Referral Network, 805 Liberty St NE # 2, Salem, OR 97301, (503) 375-2644. Bring your lunch.