



# Training Observation (Face to Face/ Webinar)

Trainer:		Credential Number, Level and Expiration:	Trainer Region:
CCA Observer:		CCA Training Coach:	
Training Title:			Training Level:
Type of Training	<b>Face to Face</b> Location:  Date:	<b>Webinar</b> Virtual: Date:	

<b>I. Delivery and Facilitation</b>
<p><b>A. The trainer establishes an environment conducive to learning and provider participation.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical or virtual space is arranged well to support training needs.</li> <li><input type="checkbox"/> Trainer is clear and easy to see.</li> <li><input type="checkbox"/> Minimizes distractions (within trainer's control).</li> <li><input type="checkbox"/> Defines event expectations (attendance procedures, provides clear instructions)</li> <li><input type="checkbox"/> Encourages individual participation to allow for sharing ideas and conflict resolution.</li> </ul> <p><b>Additional Notes:</b></p>
<p><b>B. The trainer communicates effectively to deliver training.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participants feel welcomed and encouraged to participate.</li> <li><input type="checkbox"/> Opportunities for participants to engage with trainer.</li> <li><input type="checkbox"/> Appropriate use of nonverbal communication/body language (e.g. eye contact, speaking clearly, tone/volume of voice, pace of delivery).</li> <li><input type="checkbox"/> Written materials are spelled correctly and grammatically correct.</li> </ul> <p><b>Additional Notes:</b></p>

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## C. The trainer uses supporting materials and technology effectively to complement content delivery.

- Prepared for the number of attendees present.
- Handouts and presentation materials are clear, succinct, and easy to read.
- Supplementary materials (videos, forms, etc.) are ready and available for use.
- Media devices are operated effectively.
- Technology used by trainer and participants is easy to use and navigate.

**Additional Notes:**

## D. The trainer responds to individual and group participant needs.

- Considers and respects cultural differences in content design and delivery.
- Content is delivered in ways that appeal to different learning preferences.
- Provides opportunities for dialogue, exploration, reflection, and problem solving.

**Additional Notes:**

## II. Instructional Design and Content Knowledge

### A. The trainer delivers content to support individual professional development and promote quality child care delivery.

- Uses PACES to structure training content.
- Checks for comprehension throughout the training.
- Offers engagement opportunities for participants to practice new skills and ask questions.

**Additional Notes:**

### B. The trainer exhibits knowledge in relevant content areas.

- Demonstrates knowledge of content specific to training being delivered.
- Course description and learning objectives are consistent and limited to one or two core content areas.
- Content delivered aligns with assigned course level.

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**Additional Notes:**

## III. Professionalism

**A. The trainer demonstrates professional early care and education training practices.**

- Demonstrates professional credibility by sharing information about experience and knowledge.
- Shares resources and research trends to support content delivered.
- Maintains and models professional, respectful behavior.

**Additional Notes:**

## IV. Implementation, Evaluation, and Data Entry

**A. The trainer conducts formal and informal evaluation to inform content development and delivery.**

- Learners complete an implementation plan or complete implementation activities as part of the training.
- Administers formal evaluation to participants to seek feedback.

If so, what type of questions are asked?

- Level 1 – Participant Reaction     Level 2 – Knowledge and Skills
- Level 3 – Teacher Behavior Change (Before & After)     Level 4 – Impact on Children or Program (Before & After)

**Additional Notes:**

**B. The trainer effectively uses the Cabinet-designated data management system (ECE-TRIS) to collect and report training data.**

- Content aligns with the title chosen for training and description provided in ECE-TRIS entry.
- Content entered into ECE-TRIS prior to training and pre-approved if needed.
- Credit in ECE-TRIS is assigned within 10 calendar days of training or completion date.

**Additional Notes:**



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<b>VI. Technical Assistance and Follow-Up Plans (to be completed with trainer)</b>
<b>Trainer Technical Assistance Goal 1</b>
Identify a specific goal to increase quality in trainings.
How will you know if the goal is successful?
What support is needed from your Training Coach?
Goal 1 Follow Up Plans (i.e. resources needed, dates for follow up)
<b>Trainer Technical Assistance Goal 2</b>
Identify a specific goal to increase quality in trainings.
How will you know if the goal is successful?
What support is needed from your Training Coach?
Goal 2 Follow Up Plans (i.e. resources needed, dates for follow up)

<b>VII. Signatures</b>
Child Care Aware Observer: _____ Date: _____