

## Operational Leadership Train the Trainer Facilitator Practice Evaluation

Practice facilitation session that includes:

- Three components of a lesson: Introduction, Body, and Conclusion
- Presentation of lesson objectives
- Use of active learning techniques to engage learners
- Use of effective questioning techniques
- Review and summary of lesson or conversation
- Demonstrated understanding of RISE and accessibility issues (no red flags)
- Professional behavior
- Demonstrated skills with time management, communication, and learner interactions

### Instructions

As you observe each of your peers in their facilitation practice session, consider the Key Elements in the rubric and determine how well they demonstrate the criteria in each category. For each key element, indicate the degree to which the facilitator has met the criteria with (1) Developing, (2) Acceptable or (3) Outstanding. Use any or all of the following ways to do this:

1. Circle or add a checkmark to the category that most applies for each Key Element.
2. Underline aspects of the Key Element description to emphasize what you are calling out in a Comment.
3. Add to the *Comments* field any targeted constructive feedback you would like to provide to the facilitator. Keep the following in mind:
  - What aspects of the Key Elements can you suggest the facilitator work on? Can you suggest any ways (from this training or your own experience) that may help?
  - What aspects were great? Did anything inspire you about how they presented?
  - Can you cite resources that may help to augment content for the module?
  - **Feedback is a Gift!** Do strive to provide helpful feedback for improvement vs. just “giving kudos.” Ensure that your comments are provided in the spirit of helping the facilitator to improve.

### Next Steps

The OL Train the Trainer Facilitators will collect rubrics and collate them to share feedback back to each person.

- **If you would like to retain notes/tips of best practices that you shared, please transfer them to the notes-taking area of each module in your Participant Workbook.**
- When you receive your feedback sheets, review them and note improvements that you'd like to work on as you go forward to facilitate AEOL training.

Student Name: \_\_\_\_\_

Module ID / Subject: \_\_\_\_\_

**Note:** “greyed out” text indicates elements that may not be relevant for the practice session but that facilitators should consider when facilitating the *All-Employee Operational Leadership* course.

Key Element	Developing	Acceptable	Outstanding
<b>Preparation &amp; Organization: Setup classroom before session starts and presented lesson in logical order.</b>	Training venue not set up beforehand. Learning materials not available to learners. Relevant posters not visible. Poor sequencing of content.	Training venue set up beforehand. Learning materials available in some format (e.g., electronically) to learners and provided in print (somewhat disorganized). Relevant posters not visible. Content logically organized.	Training venue is set up beforehand. Learning materials are printed, bound and available to learners and/or provided ahead of time in electronic format. Relevant posters visible in the venue. Content in logical, interesting sequence that audience could follow.
Comments:			
<b>Command of Content: Demonstrates knowledge of course concepts and maintained alignment of questions/ comments with course concepts.</b>	Was uncomfortable with information and only able to answer basic questions. Not able to help get answers.	At ease with expected answers to all questions but failed to relate questions or comments to concepts at hand. Knows how to find appropriate answers.	Demonstrated full knowledge, answering all class questions with explanations and elaboration as they relate to questions or comments about concepts at hand. Shared where to get answers.
Comments:			
<b>Active Facilitation Skills: Knows /applies different facilitation techniques for presenting information and engaging learners. Strong opener, stating objectives/WIIFM and moved around, used room and visual aids effectively.</b>	Mostly read straight from slides and sought only to share information. Did not introduce themselves, state objectives or make the WIIFM clear to learners. Limited use of room space and of charts/posters or virtual board.	Asked occasional (yes/no) questions and had participants read information. Did not summarize or relate responses to lesson concepts. Conducted at least one small group activity. Introduced themselves but did not state objectives or make WIIFM clear. Moved around in room space and used charts/posters or virtual board at least once.	Asked open questions and summarized/ related responses to lesson concepts. Conducted a small group activity or engaged the class in a very creative, engaging activity and summed up results. Good introduction, stated objectives, and made WIIFM clear. Effectively used room space without distracting learners and used virtual board tools and charts/posters, applying DEIA principles (including good color contrast).
Comments:			

Key Element	Developing	Acceptable	Outstanding
<b>Verbal / Nonverbal Communication &amp; Has natural/confident body language and is audible, articulate, uses appropriate vocabulary, rate of speech and voice quality. Makes eye contact to check learner facial expressions.</b>	Did not present confident body language (tapping, fidgeting, randomly moving mouse, etc.) and mumbled, incorrectly pronounced terms, speech too quiet for learners to hear. Excessive use of distractors (um, uh, OK, like). Frequent use of terms some groups find offensive ( <i>you guys, flip, macho</i> ). Does not make eye contact.	Presented a confident body language (mostly comfortable/natural, some nervous movements). Voice was clear and most terms pronounced correctly. Most learners can hear presentation. Occasional use of distractors (um, uh, OK, like). Occasionally uses terms deemed inappropriate by some groups. Varies eye contact.	Presented a confident body language (natural / comfortable). Used a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Minimal use of distractors and terms deemed inappropriate by some groups are not used. Maintains eye contact with audience, seldom returning to notes.
Comments:			
<b>Performance Support: Provides learners with resources (job aids, websites, park or admin contacts) that may be referenced/used on the job. Uses visual materials in facilitating.</b>	Did not mention or provide existing resources.	Mentioned or provided existing resources and discussed how learners might use them.	Mentioned or provided existing resources, discussed how learners might use them, and incorporated their use into the lessons (so that learners applied them).
Comments:			
<b>Professional Behavior: Displays actions/behaviors aligned with RISE (relevancy, inclusion, safety, and engagement) values and promotes a safe learning space.</b>	Sloppy behavior and mannerisms; actions made learners uneasy and conflicted with RISE values.	Behavior mostly professional, was confident and relaxed. Appropriate attire and actions made most students comfortable, aligned with RISE values.	Behavior professional, confident and relaxed. Attire professional and appropriate. Actions set students at ease and were clearly aligned with RISE values.
Comments:			
<b>Attention to DEIA: Facilitator applied principles of diversity, equality, inclusion and accessibility throughout session.</b>	Not aware of accessibility issues for materials or attendees, materials contain obvious DEI issues, and presentation / facilitation did not consider/invite diverse perspectives. Offensive content.	Demonstrates basic awareness of accessibility and DEI issues for materials or attendees. Presentation / facilitation considered/invited diverse perspectives. No obviously offensive content.	High awareness of accessibility and DEI issues for materials or attendees. Presentation / facilitation considered/invited diverse perspectives. No obviously offensive content.
Comments:			

Key Element	Developing	Acceptable	Outstanding
<b>Classroom Management &amp; Questioning: Controls and manages time, discussions, and challenges in a classroom situation.</b>	Unaware of politics in room and unable to control side conversations. Did not use a variety of questioning techniques to keep learners engaged or get back on track. Did not manage time well. Requires a lot of help with projector, laptop, and online content.	Acknowledges politics in room but unable to control side conversations. Used only one questioning technique to keep learners engaged or back on track. Mostly managed time well and handles projector, laptop, and online content with minimal assistance.	Effectively controls/manages political/social challenges in the classroom setting. Able to think "on their feet" and apply practical solutions to complex situations, using a variety of questioning techniques. Effective time manager and punctual. Competent with projector, laptop, online content and sound equipment or handled issues that arose.
Comments:			
<b>Summary/Wrap-Up: Effective closing of the session and summary of content.</b>	Did not close session appropriately or summarize key points and discuss next steps. Did not thank learners for attending.	Closed the session appropriately, summarizing key points, but did not discuss next steps and forgot to thank learners for attending.	Closed session appropriately, summarizing key points and discussed next steps. Thanked learners for attending.
Comments:			
Overall Comments:			