

## Appendix 2. Candidate Trainer Workshop Observation Form

(to be completed by Mentor Trainer)

- **Candidate Trainer:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 • **Mentor Trainer:** \_\_\_\_\_  
 • **Workshop Location:** \_\_\_\_\_  
 • **Method of Observation** (check all that apply): **in-person** **video review** **ZOOM/Skype** **other, please describe:** \_\_\_\_\_  
 • **List Workshop Sphere being observed** (choose one): \_\_\_\_\_  
 • **List Workshop Protocols being observed:** \_\_\_\_\_

*This Area to Be Completed by GLOBE Mentor Trainer only:*

Special Considerations, if any:

### Mentor Trainer Evaluation Summary:

<b>Mentor Trainer Recommendation</b>	<b>Candidate is Certified in the Following Protocols:</b>	<b>Candidate Needs to Improve in the following Protocols before certification:</b>

This Area to Be Completed by GLOBE Country Coordinator/Regional Coordinating Officer and Education Working Group Reviewer only:

\_\_\_\_\_ is certified as a GLOBE Trainer.

_____ Name of Candidate Trainer	_____ EWG Reviewer Signature	_____ Date	_____ CC/RCO Reviewer Signature	_____ Date
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When Full Approval is Achieved, this document should be submitted to the Country Coordinator/Regional Coordinating Officer. The CC/RCO will change the candidate's status from Candidate Trainer to Trainer and submit the Trainer's information to the GLOBE office.

## Appendix 2. Candidate Trainer Workshop Observation Assessment Form

(to be completed by Mentor Trainer)

Candidate Trainer Demonstrated Ability (Describe Candidate's Performance in detail.)	Proficient	Partially Proficient	Recommendations for Proficiency
<b>Understanding and Correct Performance of Protocols</b> <ul style="list-style-type: none"> <li>• Knows all site requirements, frequency of measurements, correct fieldwork /sampling/ laboratory techniques, correct use of instruments and instrument specifications in Teacher's Guide, calibration techniques.</li> <li>• Awareness of common sources of error and how to address them.</li> <li>• Implements all safety procedures (gloves, goggles, correct waste disposal).</li> </ul>			
Candidate Trainer Demonstrated Ability (Describe Candidate's Performance in detail.)	Proficient	Partially Proficient	Recommendations for Proficiency
<b>Presentation and Delivery</b> <ul style="list-style-type: none"> <li>• Speaks loudly, clearly and is heard and understood by all participants.</li> <li>• Maintains trainee focus on the on-going activities and discussion.</li> <li>• Listens to participants' answers and shows s/he is listening (patient and waits until participants answer, listens to complete answer, asks follow-up questions).</li> <li>• Creates classroom in which participants talk frequently, are enthusiastic/engaged.</li> <li>• Uses both visual and verbal media in the classroom.</li> <li>• Accommodation of multiple trainee languages and levels of fluency.</li> </ul>			
Candidate Trainer Demonstrated Ability (Describe Candidate's Performance in detail.)	Proficient	Partially Proficient	Recommendations for Proficiency
<b>Uses Inquiry in Training</b> <ul style="list-style-type: none"> <li>• Asks questions that are open-ended and require participants to think.</li> <li>• Places the protocols and their data in the context of an inquiry being conducted by the trainees.</li> <li>• Provides suggestions of possible student individual or group investigations</li> <li>• Uses questioning as a tool to help participants use prior knowledge to reach new understandings.</li> <li>• Sees her/his role during the lesson as a "moderator" or "coach" and not an authority figure.</li> <li>• Guides participants to ask their own questions about the study site/region at which any fieldwork will be done.</li> <li>• Guides participants to make predictions about the study site/region at which any fieldwork will be done, and asks them to explain predictions. (Explanations make the class process- and mechanism-oriented, instead of only information- oriented).</li> <li>• Uses field observations as a tool to answer participant-owned questions.</li> </ul>			

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<b>Candidate Trainer Demonstrated Ability</b> (Describe Candidate's Performance in detail.)	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Recommendations for Proficiency</b>
<b>Understands and Places Training in Context of the Science Research Process</b> <ul style="list-style-type: none"> <li>Engages trainees through their observations of nature.</li> <li>Discusses questions that may be answered using the protocols and how to turn these into good, testable hypotheses.</li> <li>Ensures that each trainee does the steps required to take the data.</li> <li>Understands basic techniques for analyzing protocol data.</li> <li>Uses the GLOBE website, including visualizations, in data analysis.</li> <li>Has trainees discuss their results.</li> </ul>			
<b>Candidate Trainer Demonstrated Ability</b> (Describe Candidate's Performance in detail.)	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Recommendations for Proficiency</b>
<b>Data Recording, Reporting, Visualizing, and Downloading</b> <ul style="list-style-type: none"> <li>Ensures that all participants have copies of all required GLOBE Data Sheets for their investigation.</li> <li>Ensures participants have viewed and read Data Sheets prior to going outdoors (refers to Data Sheets during each lesson and uses them to help teach protocols)</li> <li>Makes sure all participants write observations on GLOBE Data Sheets during field/lab work.</li> <li>Guides participants to submit data by effective methods.</li> <li>Guides participants through the GLOBE visualization tools.</li> <li>Is up to date with online applications, mobile apps, and web pages.</li> <li>Clearly explains legends and axes labels of maps and graphs, data search parameters.</li> <li>Explains and has trainees explore data tables and download some data.</li> <li>Demonstrates use of spreadsheets and Google maps to manipulate and analyze data.</li> </ul>			