

GLOBE Assessment Form: Trainer Candidate

Purpose: This form is used to emphasize the current strengths of the Trainer Candidate and to identify areas where improvement is recommended or required. It is essential that critical feedback be provided to each candidate in order to ensure proper documentation of training performance as well as to provide the next mentoring Master Trainer with specific areas to observe for coaching. GLOBE Trainer Candidates must be receptive to constructive criticism and willing to learn and adapt one's teaching style to effectively train the GLOBE investigation areas for which they have received Trainer status.

Date: _____

Assessment by: _____

Candidate: _____

Workshop location: _____

Investigation Area: _____

Trainer Candidate level: (circle one) **Assistant** **Lead**

Qualitative Data: (Describe the Candidate's performance with as much detail as possible)

(1) Understanding of Protocols:

- 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, sources of error.
- Implements all necessary safety procedures (gloves, goggles, correct waste disposal).

Performance Comments:

(2) Presentation and Delivery:

- Speaks loudly, clearly and is heard and understood by all participants.
- Identifies classroom rules early in the lesson and implements these rules successfully (reminding and reinforcing rules frequently as required). Classroom rules should include: promptness, one person speaking at a time (except during group work), participants speaking loudly enough for all to hear at all times.
- Asks questions that are open-ended and require participants to think.
- Listens to participants' answers and shows s/he is listening (patient and waits until participants answer, listens to complete answer, asks follow-up questions).
- Creates classroom in which participants talk frequently, are enthusiastic/engaged.
- Uses both visual and verbal media in the classroom.
- Uses Power Points (or similar media) to visually compile participant maps and data and discuss.
- Arranges furniture in the classroom (if possible) to encourage group discussion instead of lecture.

Performance Comments:

(3) Set-up for Workshop:

- Assists with entire workshop setup.
- Unpacks materials in her/his investigation, inventories box contents on inventory sheets.
- Itemizes all missing items and informs facilitator of missing items and identifies plans to obtain replacements.
- Knows which items must be obtained locally and identifies materials needed to site person or facilitator to obtain them early.
- Has all necessary materials for lessons, in quantities appropriate for number of participants.
- Arranges materials and instruments in stations for group work, prepares materials in advance when appropriate to save time for participants during lesson, sets up an appropriate number of stations.
- Maintains a clean, safe classroom environment.
- At end of workshop returns all instruments to correct boxes from her/his investigation or others and inventories box contents on shipping sheets.

Performance Comments:

(4) Inquiry Approach:

- Uses questioning to as a tool to help participants use prior knowledge to reach new understandings.
- Sees her/his roll during the lesson as a “moderator” or “coach” and not an authority figure.
- Guides participants to ask their own questions about the study site/region at which fieldwork will be done.
- Guides participants to make predictions about the study site/region at which fieldwork will be done, and asks them to explain predictions. (These explanations make the class process- and mechanism-oriented, instead of only information-oriented)
- Uses field observations as a tool to answer participant-owned questions.
- Follows field work with classroom data compilation and analysis.
- Allocates sufficient time after fieldwork for data analysis in classroom.
- Uses Power Points (or similar media) to compile participant maps and data effectively for groups to compare results.
- Gives participants time to look for and discuss their own analysis of trends, patterns, outliers, etc. in the data during group discussion.
- Revisits participants’ questions and predictions and leads discussion of whether data support or do not support the predictions.
- Facilitates participant discussion on sources of error, further research ideas.
- Discusses use of GLOBE database in student research.

Performance Comments:

(5) Data (recording, submitting, visualizing):

- Ensures that all participants have copies of all required GLOBE Data Sheets for their investigation.
- Ensures participants have viewed and read Data Sheets prior to going outdoors (refers to Data Sheets during lesson and uses them to help teach protocols)
- Makes sure all participants write observations on GLOBE Data Sheets during field/lab work.
- Effectively guides participants through the latest online GLOBE data entry and email data entry procedures.
- Effectively guides participants through the latest GLOBE visualization tools.
- Clearly explains legends and axes labels of maps and graphs, data search parameters.

Performance Comments:

(6) Timing (keeping to schedule):

- Starts lessons on time, paces her/himself so investigation is taught as planned (avoids having to rush near end of lesson or omit sections due to lack of time), stops for scheduled coffee breaks on time, communicates class timeline clearly (announces the exact time participants are expected to return from breaks and if necessary finds participants and directly communicates that class is resuming).
- Ends lessons on time.

Performance Comments:

(7) Team Work

Participates in pre- and post-workshop activities, seeks ways to assist other trainers when she/he is not training, stays near the classrooms and work areas when not training to assist when needed, assists other trainers in setup and clean up, participates in agenda revisions, generally goes beyond training her/his own investigation, checks with other trainers and facilitator before leaving workshop area, maintains frequent communication with training team and facilitator.

Performance Comments:

(7) Other Comments

I recommend that the Candidate:

☐ **Advance to the next level of candidacy**

☐ **Advance after additional work is completed**

Specify additional requirement(s): _____

☐ **Repeat level**

Signature of Assessing Master Trainer: _____