

## Connecticut Accountability for Learning Initiative: Evaluation of Trainers

*For the purpose of these Standards, training is defined as the delivery of CALI training modules.*

**Name of Trainer(s):** \_\_\_\_\_ **Date:** \_\_\_\_\_

- CALI Module:**
- |   |  |   |
|---|--|---|
| <input type="checkbox"/> <i>Data Analysis for Educational Leaders</i> | <input type="checkbox"/> <i>Improving School Climate Basic</i>                       | <input type="checkbox"/> <i>Implementation of SRBI</i>              |
| <input type="checkbox"/> <i>Differentiated Instruction Basic</i>      | <input type="checkbox"/> <i>Improving School Climate Certification</i>               | <input type="checkbox"/> <i>School and Instructional Data Teams</i> |
| <input type="checkbox"/> <i>English Language Learner Basic</i>        | <input type="checkbox"/> <i>Getting Ready for the Next Generation of Assessments</i> |   |

**Other:** \_\_\_\_\_

- Location of Training:**
- |  |  |
|--|--|
| <input type="checkbox"/> <i>ACES - Hamden</i>    | <input type="checkbox"/> <i>ED Connection - Litchfield</i> |
| <input type="checkbox"/> <i>CES – Trumbull</i>   | <input type="checkbox"/> <i>LEARN – Old Lyme</i>           |
| <input type="checkbox"/> <i>CREC – Hartford</i>  | <input type="checkbox"/> <i>SERC – Middletown</i>          |
| <input type="checkbox"/> <i>CAS- Cheshire</i>    | <input type="checkbox"/> <i>Rensselaer –Hartford</i>       |
| <input type="checkbox"/> <i>EASTCONN-Hampton</i> | <input type="checkbox"/> <i>Other</i> _____                |

	Area of Focus	Exemplar:	4-Completely	3-Mostly	2-Somewhat	1- Not at All
1	Establish group norms	Norms are listed on a slide at the beginning of the presentation or posted. Reminds participants to turn off cell phones, step outside for personal conversations, check emails only during break, and actively participate in workshop.				

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	<b>Areas of focus</b>	<b>Exemplar</b>	<b>4-Completely</b>	<b>3-Mostly</b>	<b>2-Somewhat</b>	<b>1-Not at all</b>
2	Articulate purpose of training, intended outcomes, and implementation expectations	Have an agenda and objectives posted and in Power Point presentation (or in participant training materials). Verbally share the agenda and objectives with participants.				
3	Align and make connections to other CALI modules and SDE initiatives	References CALI 2011 White Paper which explains module redesign and connections with CT CCSS (Common Core State Standards) and SMARTER Balanced Assessment Consortium (SBAC).				
4	Request and provide continuous feedback to be responsive to adult learning needs and styles	Presenter should not present over 7-10 minutes before asking them to do an activity or respond to a question or prompt. Plan a variety of engaging activities, provide opportunities for feedback, respond accurately to questions from the audience and peer engagement. Provide time for processing and reflection. Honor prior knowledge of participants.				
5	Provide activities to engage as active learners	Actively engage participants in a minimum of 6 content related activities for a six hour presentation (e.g. think-pair-share, cooperative learning, jig saw, response to a prompt). Activity should relate to exactly what participants need to know.				
6	Provide opportunities for participants to reflect and plan for implementation	Include a slide for reflection (e.g. SRBI Basic Slide #5 has a list of possible reflection questions). Provide a minimum of three or more opportunities for reflection.				

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7	Model strategies, practices and give practical examples	Model at least 2-3 content related strategies that participants can use. Give 2-3 practical examples related to the content; provide a minimum of two opportunities to practice these strategies or examples.				
8	Co-Presentation/ facilitation	Evidence of shared responsibility for planning between presenters. Clear demonstration of shared time on the floor as co-presenters. All of the presenters are knowledgeable and collegial, respectful and help each other before, during and after the presentation.				
9	Adult Actions	Expectations for Adult Actions are clearly articulated. Presenters emphasize adult roles in implementing strategies from the presentation.				

Commendations:

Recommendations:

Next Steps: