

## **New Worker Training Evaluation – Independent Agencies**

With all approvals for TANF related New Worker Training to be conducted in house, an evaluation may be conducted. The evaluation process includes observation of face-to-face classes provided within approved agencies as well as discussions with new workers and possibly evaluations of knowledge based on training provided. Evaluations will be conducted by Partner Training Services staff and the results of the evaluation will be provided to the agency trainer. PTS will follow up with agencies to discuss any improvements needed in the training program with the intent of providing support and to assist agencies in providing quality New Worker Training using Department curriculum. The results of the evaluation will also be provided to the Contract Monitor for action as deemed necessary. Contact Lynda Fischer at [Lynda.fischer@dwd.state.wi.us](mailto:Lynda.fischer@dwd.state.wi.us) with any questions regarding the evaluation process.

### **Evaluation Process**

**There are multiple parts as listed below.**

1. Review of the prerequisite material completed by new workers.  
All prerequisite materials include written assignments that will be requested and reviewed by the evaluators. Both content and completion of responses will be evaluated.
2. Discussions with new workers to determine their completion and retention of New Worker Training material.  
The intent of these discussions is to determine whether new workers are completing all required parts of New Worker Training according to requirements and well as get an idea of the level of retention. The New Worker Training assessments provided within DWD/DHFS Learning Center may be used during this process.
3. Observation of face-to-face classes.  
Each agency is required to submit a calendar of training classes to the Training Section prior to beginning training. Evaluators will observe part or all of various face-to-face classes provided using the attached forms.

**Below are the factors that will be evaluated during face-to-face training evaluation.**

1. Learning Climate, Environment
2. Policy and Programmatic
3. Knowledge of Enhanced Case Management Topic
4. Presentation Skills
5. Use of Audio, Visual and Multimedia Aides
6. Conducting, Facilitating Activities, and Group Process
7. Communication Skills
8. Interpersonal Communication and Cultural Sensitivity
9. Learning Theory and Instructional Management
10. Assessment and Transfer

Staff Member: \_\_\_\_\_ Agency: \_\_\_\_\_ Date: \_\_\_\_\_  
Position: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**Learning Climate, Environment**

1. Actively involve learners in the learning experience?
2. Encourage learners to take responsibility for their own learning?
3. Address learning styles of learners?
4. Included examples and problems that are realistic and relevant to the learners?
5. Guide rather than dictate the learning process?
6. Create a non-judgmental learning environment?
7. Teach participants how to learn?
8. Challenge participants to develop more effective ways to critically think and probelm0solve?
9. Provide opportunities for learners to explore, examine, and experiment?

**Comments**

(strengths, redirection, special abilities):

**Observation Checklist**

- \_\_\_ Introduces himself/herself
- \_\_\_ Provided opportunity for introductions
- \_\_\_ Reviews protocols, facility amenities
- \_\_\_ Establishes appropriate rapport
- \_\_\_ Negotiates and clarifies
- \_\_\_ Establishes ground rules
- \_\_\_ Presents objectives orally & writing.
- \_\_\_ Elicits participant expectations
- \_\_\_ Relates objectives to expectations,
- \_\_\_ Stimulates interest
- \_\_\_ Creates environment to explore ideas, disagree
- \_\_\_ Dresses appropriately
- \_\_\_ Makes certain necessary training tools, aids, and supplies are in place, operational, and in sufficient quantity.
- \_\_\_ Greets participants individually as they arrive.
- \_\_\_ Starts at the designated time.

**Comments**

**Policy and Programmatic**

1. Cited examples and problems that are realistic and relevant to the learners?
2. Provided professional viewpoint to develop awareness and derive meaning to content?
3. Utilized discussion to clarify and aid in the understanding of knowledge and skills to be taught?
4. Dealt with questions and complex issues to promote understanding, logic and provide expertise on the subject?
5. Focused on the content that learners will apply on the job?
6. Helped participants examine the learning process and related issues generated by the experience; did not focus strictly on content?

**Comments**

(strengths, redirection, special abilities):

**Observation Checklist**

- Content expertise
- Covered basic ideas and facts
- Covered policies and procedures
- Included essential activities
- Primary areas covered thoroughly
- Used time well
- Stated what was to be achieved
- Avoided overload of information

**Comments**

(strengths, redirection, special abilities):

**Knowledge of Topic**

1. Demonstrated awareness of policy and programmatic procedures connected in content.
2. Cited examples and problems that are realistic and relevant to the learners?
3. Provided professional viewpoint to develop awareness and derive meaning to content?
4. Utilized discussion to clarify and aid in the understanding of knowledge and skills to be taught?
5. Dealt with questions and complex issues to promote understanding, logic and provide expertise on the subject?
6. Focused on the content that learners will apply on the job?
7. Helped participants examine the learning process and related issues generated by the experience; did not focus strictly on content?
8. Demonstrates in-depth familiarity with the topic being trained?
9. Is sensitive to participant's personal experience with topic?

**Comments**

(strengths, redirection, special abilities):

**Observation Checklist**

- Content expertise
- Covered basic ideas and facts
- Covered policies and procedures
- Included essential activities
- Primary areas covered thoroughly
- Used time well
- Stated what was to be achieved
- Avoided overload of information
- Trainer answers questions appropriately.
- Maintains a respectful attitude toward the topic
- Maintains attentive and respectful attitude toward participant emotional responses to sensitive issues, e.g. mental health, domestic abuse

**Comments**

(strengths, redirection, special abilities):