# Peer Feedback

### Introduction

This review is designed to help your Training Team peer give you feedback. The points listed here are **for your use only**. They are intended to help you identify your strengths and to provide you with information to enhance your skills as a classroom trainer. This tool is not all inclusive but is meant to serve as a guide for your peer as s/he observes and take notes throughout the day. ***Note:*** This is NOT meant to evaluate the curriculum. The focus of this feedback is on the trainer.

### Session Information

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| --- | --- | --- | --- | --- |
| **Trainer** | **Date** | **Course Title** | **Location** | **# of Learners** |
|  |  |  |  |  |

#### Part 1: Learning Climate

|  |  |  |  |
| --- | --- | --- | --- |
| ***The trainer created a climate conducive to learning by…*** |  |  |  |
| 1. …introducing himself/herself | \_\_\_\_ Yes | \_\_\_\_ No | \_\_\_\_ N/A |
| 2. …giving the learners the opportunity to introduce themselves. | \_\_\_\_ Yes | \_\_\_\_ No | \_\_\_\_ N/A |
| 3. …letting the learners know what to expect (purpose, learning objectives, agenda). | \_\_\_\_ Yes | \_\_\_\_ No | \_\_\_\_ N/A |
| 4. … Engaged learners in the topic right away, didn’t spend to much time on introductions. | \_\_\_\_ Yes | \_\_\_\_ No | \_\_\_\_ N/A |
| 5. …establishing a mutually respectful environment. | \_\_\_\_\_ Yes | \_\_\_\_\_No | \_\_\_\_\_N/A |
| 6. … ensuring necessary training tools, aids, and supplies are in place, operational, and in sufficient quantity. | \_\_\_\_\_ Yes | \_\_\_\_\_ No | \_\_\_\_\_N/A |
| 7. …arranging the room in an optimal manner for learner engagement and interaction. | \_\_\_\_\_ Yes | \_\_\_\_\_ No | \_\_\_\_\_N/A |

#### Part 2: Course Delivery

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***The trainer delivered the course material effectively by…*** | **Rarely** | **Some of the Time** | **Most of the Time** | **Always** |
| 8. …using a voice loud and clear enough to be heard and understood by everyone in the room. |  |  |  |  |
| 9. …Showed respect to co-trainer when they didn’t have the floor. |  |  |  |  |
| 10. …maintaining eye contact and appropriate body language with the learners. |  |  |  |  |
| 11. …encouraging learners to share ideas and strategies. |  |  |  |  |
| 12. …providing or requesting examples and illustrations that are relevant to the learners. |  |  |  |  |
| 13. …asking open or closed questions which are related to the learning objectives. |  |  |  |  |
| 14. …clarifying or rephrasing questions to elicit participation. |  |  |  |  |
| 15. …breaking up lectures/discussion at appropriate times. |  |  |  |  |
| 16.…maintaining learners’ attention. |  |  |  |  |
| 17 …adapting communication and behaviors to interact effectively with different types of individuals or groups. |  |  |  |  |
| 18. …managing problem situations (i.e. hostile or disengaged learners, monopolizers) in an effective way. |  |  |  |  |
| 19. …displaying sensitivity in situations or activities that were difficult for some learners. *(could be NA)* |  |  |  |  |
| 20. …concluding each section by reviewing and summarizing the key points, linking to the next section (if applicable), and at the end of the day. |  |  |  |  |
| 21. …managing the overall time in accordance with the Trainer’s Notes guideline (starting on time, staying on track, taking breaks/lunch at appropriate times, ending on time). |  |  |  |  |

#### Part 3: Visual Aids

**Learning Climate, Environment, Delivery Comments/Examples:**

Note: Some of these may be N/A based on the training curriculum.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***The trainer used visual aids effectively by…*** | **Rarely** | **Some of the Time** | **Most of the Time** | **Always** |
| 22. …using a variety of visual aids to facilitate the learners’ learning. |  |  |  |  |
| 23….making sure visual aids can be read easily from around the room. |  |  |  |  |
| 24. …not blocking the screen or flip chart. |  |  |  |  |
| 25. …engage the learners rather than to the screen or flipchart. |  |  |  |  |

**Visual Aids Comments/Examples:**

#### Part 4: Technical Competency/Policy and Programmatic

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***The trainer established technical competency by…*** | **Rarely** | **Some of the Time** | **Most of the Time** | **Always** |
| 26…demonstrating content expertise. |  |  |  |  |
| 27. …demonstrating a clear knowledge of the training curriculum |  |  |  |  |
| 28. …defining unfamiliar technical terms. |  |  |  |  |
| 29. …teaching content in a technically accurate manner. |  |  |  |  |
| 30. …answering technical questions from the learners. |  |  |  |  |
| 31. …gauging learner level of technical knowledge and adjusting the presentation accordingly. |  |  |  |  |
| 32. …accurately breaking down technical/complex concepts in a way learners can understand. |  |  |  |  |
| 33. …acknowledging when a question cannot be answered/addressed and what type of follow up will occur. |  |  |  |  |

**Technical Competency/Policy and Programmatic Comments/Examples:**

#### Part 5: Activities/Exercises

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***The trainer conducted all activities effectively by…*** | **Rarely** | **Some of the Time** | **Most of the Time** | **Always** |
| 34. …providing clear instructions/set up - |  |  |  |  |
| 35. …clearly answering learner questions before beginning. |  |  |  |  |
| 36. …monitoring and facilitating the activities/exercises appropriately as outlined in TN. |  |  |  |  |
| 37. …keeping the learners actively engaged in the activities/exercises. |  |  |  |  |
| 38. …adapting the pace of the activities/exercises to the learners’ needs |  |  |  |  |
| 39. …providing constructive feedback to individuals and groups to encourage continued progress. |  |  |  |  |
| 40. …fully debriefing after all activities/exercises. |  |  |  |  |
| 41. …beginning and ending activities/exercises on time. |  |  |  |  |

**Activities/Exercises Comments/Examples:**

#### General Comments

Aspects of the classroom training when the trainer appeared most comfortable (strengths of the trainer):

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Ways the trainer might better connect with and engage the audience:

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