Facilitator's Checklist

Facilitator's Role

Here are a few things that may assist the facilitators in running the professional development sessions smoothly:

- Arrive early enough to ensure that you have all your materials ready.

- Ensure that your technical needs are met--do you need an overhead projector, PowerPoint equipment, etc.

- *Review materials*. The facilitator should thoroughly review the entire package and become familiar with the content of each component. Encourage participants to review their information packets.

- *Conduct needs assessment if available for the content*.
  a. Type in the name and address of the trainer on the Needs Assessment Form.
  b. Duplicate the form and distribute to participants well in advance of the established training date(s).
     Note: Each item on the Needs Assessment Form corresponds to a major unit or section of the Content Outline as designated by a number, decimal, and a zero (e.g., 1.0, 2.0, 3.0). As such, each needs assessment question represents a very broad content area.

  A trainer may design a more specific needs assessment instrument by formulating questions related to subsections of the Content Outline. This is recommended when there is a specific pre-determined focus for training or when there is a limited amount of time for training. Review the completed Needs Assessment Form.

- *Select the topics/content* to be presented. Formulate the objectives for the training sessions. The major objectives are listed on the Module Objectives as well as Facilitator's Guide pages. In situations where the training is more highly focused, the trainer should formulate more specific objectives.

- *Determine evaluation instruments and procedures*. Evaluation procedures and questions corresponding to the objectives are provided in the Facilitator's Guide for each module. Additional evaluation questions should be developed in situations where additional or more specific objectives have been formulated.

- *Determine learning activities.* Learning activities are included in the Facilitator's Guide. Review the Learning Activities section and prepare additional learning activities that relate to the objectives.
  Note: It is recommended that the format of professional development sessions include frequent participant activities in addition to a traditional lecture

presentation. For maximum effectiveness, the trainer should change the format of the session at least every 30 minutes. In most cases, this will require the development of additional learning activities.

- *Prepare overhead transparencies*. Select and make overhead transparencies that will be used in the professional development session. Additional transparencies should be developed by the facilitator when specific information needs to be emphasized. In some cases the trainer may need to enlarge the transparencies should the professional development session be conducted in a large room.

- *Prepare handouts*. Select and duplicate handouts. Additional handouts and materials for activities should be developed as needed.

Delivery of the Professional Development Module

The following is a list of recommendations for trainers relating to the delivery of module instruction.

- Select a site conducive to training by considering the following:
  Adequate size
  Temperature control
  Ventilation
  Acoustics

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- Provide comfortable, moveable chairs and a hard writing surface for each participant.

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- Begin with a welcome and introduction of yourself. Include information on your background, training, and experience. If the group is small enough, you might ask them to introduce themselves and tell what organizations they represent.

- Explain the purpose of training. Provide a rationale (see Instructional Design Specifications section). Display and/or distribute a copy of the objectives the participants are expected to meet. Provide participants with a content outline listing the major and secondary level topics to be presented. Explain the evaluation procedures to the participants.

- It is recommended that the trainer provide a 10-minute break each hour. If the training session is to span the normal lunch period, provide at least 60 minutes. Access to refreshments during the training period is recommended.

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- Inform participants of the time frame you intend to follow. Periodically summarize the information you have presented. Encourage participants to ask questions, to ask for clarification, and/or to ask for additional examples.

Training Evaluation

- At the conclusion of the training session(s), ask the participants to complete the Professional Development Evaluation Form.

- Ensure that evaluation forms are completed and returned after the workshop.

- Ensure that you return the evaluation form to Arizona State University.

(Adapted from Hosp, Hosp, and Howell 2002.)