

T O T Final Evaluation



Instructions & Rubric

Overview

The final evaluation for this TOT comprises a combination of performance evaluations and written assignments that will be compiled in a written portfolio. The performance evaluation will take place on the final day of the TOT. The written portfolio will be submitted electronically by the participants after the conclusion of the TOT.

This document includes instructions for completing the final performance evaluations, the corresponding rubric, which is aligned with the learning objectives of this TOT, and a list of written assignments to be included in participants' written portfolios.

I. Instructions for Performance Evaluations

What: The instructions below are a guide for completing and assessing the final performance assessment for this TOT. These guidelines serve as the minimum standard that participants must complete to be certified by the UN as a peacekeeping trainer. Some elements may be adapted slightly based on the number of participants, facilitators, the time frame available and/or other resources or constraints. Such adaptations should not in any way lower the standard of the assessment.

When: The performance evaluation will take place after delivering Modules 1-5 of this TOT, and are meant to be a culminating assessment of concepts taught throughout the course.

How: Participants will be delivering a portion of the lesson they have been working on throughout the week (which was chosen by the participants or assigned to them prior to the start of this TOT). The lesson may be from the CPTM or other STM as appropriate.

It is recommended that facilitators meet with participants prior to the evaluation to discuss which portion of the lesson will be delivered. In particular, if time is limited it will be important to ensure that an appropriate portion of the lesson is selected in order to demonstrate the participant's ability to effectively deliver peacekeeping training.

Participants should provide facilitators with a copy of their lesson plans and lesson slides prior to the presentation. If technology is available in the break-out rooms, participants may choose to use their lesson slides. If PowerPoint is not available, participants will not be penalized. Instead, they are encouraged to use flip charts, pocket cards or other visual materials. These will have been prepared as homework prior to the evaluation.

All presentations should be videotaped and shared with participants electronically. Participants will refer to the recordings in their post-performance reflections (see below). These recordings can also serve as a basis for justifying certification and rostering decisions.

Length: The length of the presentations will vary based on time constraints as well as how many participants and facilitators are present. Fifteen minutes of lesson delivery is the minimum standard for this assessment, though longer presentations are encouraged if time allows. (The fifteen-minute minimum does not include additional time that may be spent on post-presentation discussions or comments).

If there are multiple facilitators delivering the TOT, it is recommended that presentations be done in smaller groups to allow for longer presentations (dependent on the space available).

Peer observation: During the presentations, those observing should be treated as mock training participants and thus be engaged in the lesson. For this reason, it may be helpful to share information about the target audience so that observers can “play along” with the simulation. Participants will assess their peers, using the template provided below.

Post-evaluation discussions: After an individual has finished delivering their lesson, it is recommended that facilitators spend 10-15 minutes on post-performance discussion. A list of potential discussion prompts can be found below. Peers may also ask questions or provide feedback at the discretion of the facilitator.

II. Performance Evaluation Rubric (For Facilitators)

| | 5 Mastery of standard | 4 Exceeds standard | 3 Meets standard | 2 Below standard | 1 Failing |
|--|---------------------------------------|---------------------------------|-------------------------------|-------------------------------|---------------------|
| Delivery | | | | | |
| Participant manages time well; lesson is well paced | | | | | |
| Participant demonstrates strong verbal communication skills, including tone of voice, volume and inflection | | | | | |
| Participant demonstrates strong non-verbal communication skills, including appropriate gestures, movement and eye contact | | | | | |
| Participant exhibits strong posture and professional appearance | | | | | |
| Delivery is engaging and appropriately animated | | | | | |
| Participant sets up room , including seating arrangements and visuals, in an appropriate way to facilitate learning objectives | | | | | |
| Substance | | | | | |
| Lesson plan is provided prior to the demonstration, filled out according to the provided template and serves as a guide for the presentation (lesson plans will also be evaluated as part of the written portfolio) | | | | | |
| Learning objectives are written according to "SMART" guidelines | | | | | |
| Lesson is crafted in such a way so as to achieve the stated learning objectives | | | | | |
| Lesson includes activities and approaches reflecting a mix of learning styles | | | | | |
| Information from target audience analysis is taken into account in lesson design and delivery | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Lesson incorporates various elements of the BOPPPS model in a way that is logical and in support of the learning objectives | | | | | |
| Lesson reflects adult learning principles and theories of learning | | | | | |
| Preparation | | | | | |
| Participant is well-prepared and confident in delivering the material; | | | | | |
| Participant has a strong grasp of the lesson's concepts | | | | | |
| Participant moves fluidly from one section of the lesson to the next | | | | | |
| Participant refers to notes minimally and only as a guide | | | | | |
| Visual Aids | | | | | |
| Participant has developed appropriate and effective visual aids in support of the lesson | | | | | |
| Visual aids are easy to read , have a minimal amount of text and are attractive | | | | | |
| Engagement | | | | | |
| Participant is intentional about engaging all learners in the lesson | | | | | |
| Participant integrates questions effectively throughout the lesson and is able to respond appropriately | | | | | |
| Participant regularly checks for understanding and reinforces key concepts | | | | | |
| Participant is able to effectively manage classroom dynamics | | | | | |

Total score = _____/115

Comments:

III. Peer Assessment Rubric (For Participants)

| | 5 Mastery of standard | 4 Exceeds standard | 3 Meets standard | 2 Below standard | 1 Failing |
|--|-----------------------------|--------------------------|------------------------|------------------------|--------------|
| Delivery | | | | | |
| Participant manages time well; lesson is well paced | | | | | |
| Participant demonstrates strong verbal & non-verbal communication skills | | | | | |
| Delivery is engaging and appropriately animated | | | | | |
| Substance | | | | | |
| Lesson includes activities and approaches reflecting a mix of learning styles | | | | | |
| Lesson incorporates various elements of the BOPPPS model in a way that is logical and in support of the learning objectives | | | | | |
| Lesson reflects adult learning principles and theories of learning | | | | | |
| Preparation | | | | | |
| Participant is well-prepared and confident in delivering the material | | | | | |
| Participant has a strong grasp of the lesson's concepts | | | | | |
| Participant refers to notes minimally and only as a guide | | | | | |
| Engagement | | | | | |
| Participant is intentional about engaging all learners in the lesson | | | | | |
| Participant integrates questions effectively throughout the lesson and is able to respond appropriately | | | | | |
| Participant regularly checks for understanding and reinforces key concepts | | | | | |
| Participant is able to effectively manage classroom dynamics | | | | | |

Comments:

IV. Written Portfolio

The following checklist includes all documents to be included in the written portfolio of work submitted by each participant. The portfolio will be submitted electronically after the conclusion of the TOT, as some assignments will be completed after the performance evaluation.

All portfolios must include each of the items listed below; incomplete portfolios will not be accepted. All assignments must be completed according to the templates and instructions provided. Other than the post-performance reflection, all of the assignments below will have been introduced during the TOT; however, some portions of the assignments may be completed as homework.

Facilitators should take time to review all documents to be included in the written portfolio, including the post-performance reflections. Participants should be provided with a copy of the checklist for their reference, which is included in the Participant Workbook.

Written Portfolio Checklist

Module 1:

_____ **Target audience analysis** (Activity 1.4)

Module 2:

_____ **Learning objectives** (Activity 2.2; learning objectives written at multiple levels of complexity; learning objectives for final lesson plan)

Module 3:

_____ **Level 1 evaluation** (Activity 3.1)

_____ **Level 2 evaluation** (Activity 3.3; including pre- and post-tests)

_____ **Level 3 evaluation – application objectives** (Activity 3.4)

Module 4:

_____ **Lesson plan** (Activity 4.2)

_____ **Lesson plan reflection** (Activity 4.2)

Module 5:

_____ **Training delivery practice: self-reflection** (Activity 5.1)

Post-TOT:

_____ **Post-performance assignments** (to be completed and submitted after the TOT course)

_____ **Post-evaluation reflection**

_____ **Action plan**

Post-Evaluation Reflection

This reflection is to be completed by all participants after delivering their final performance assessment. To inform their reflections, each participant should have a copy of their video presentation.

Rate yourself in the following categories. Then answer the questions below.

| | 5 Strongly agree | 4 Agree | 3 Neutral | 2 Disagree | 1 Strongly disagree |
|---|-------------------------------|-------------------|---------------------|----------------------|----------------------------------|
| Delivery | | | | | |
| I managed time effectively; the lesson was well-paced | | | | | |
| I exhibited strong verbal communication skills, including tone of voice, volume and inflection | | | | | |
| I exhibited strong non-verbal communication skills, including appropriate gestures, movement and eye contact | | | | | |
| I exhibited strong posture and professional appearance | | | | | |
| My delivery was engaging and appropriately animated | | | | | |
| Substance | | | | | |
| My lesson included activities and approaches reflecting a mix of learning styles | | | | | |
| I did well incorporating information from the target audience analysis into lesson design & delivery | | | | | |
| My lesson incorporated various elements of the BOPPPS model in a way that was logical and in support of the learning objectives | | | | | |
| The lesson reflected adult learning principles and theories of learning | | | | | |
| Preparation | | | | | |
| I was well-prepared and confident in delivering the material; | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| I moved fluidly from one section of the lesson to the next | | | | | |
| I referred to my notes minimally and only as a guide | | | | | |
| Visual Aids | | | | | |
| Visual aids are easy to read, have a minimal amount of text and are attractive | | | | | |
| Engagement | | | | | |
| I was intentional about engaging all learners in the lesson | | | | | |
| I integrated questions effectively throughout the lesson and is able to respond appropriately | | | | | |
| I regularly checked for understanding and reinforces key concepts | | | | | |

1. What aspects of your delivery were strong? Be specific.

2. What aspects of your delivery could be improved? Be specific.

3. What goals did you set for yourself for your final performance (Activity 4.2)? How well did you do in achieving these goals?

4. What specific tools or resources do you need to improve?

Action Plan

An **Action Plan** is a detailed plan, with timelines, outlining specific steps or actions to reach a particular goal. Typically developed by each participant at the end of a training course, it is one of the most common post-training “commitments” to apply learned knowledge and skills on the job. It is also a convenient data collection tool for conducting Level 3 evaluations.

Communicate with participants if/when you will be following up on implementation (e.g. after 60 days via email). Be sure to indicate who participants can contact if they need additional support for implementation.

| TOT Action Plan | |
|--|-------|
| Name: | Date: |
| <p>What specific goals do you have to implement the knowledge and skills from this TOT into your work as a trainer?</p> <p>1.</p> <p>2.</p> <p>3.</p> | |
| <p>What measurable indicators can you use to monitor whether you have achieved these goals? (e.g. number of courses conducted, number of soldiers/staff officers/personnel trained, number of training materials tailored, etc.)</p> | |

| | | |
|---|------------------------------|-------------------------------|
| What barriers/enablers do you anticipate facing when trying to implement these goals? | | |
| Barriers: | Enablers: | |
| What resources/support do you need to help remove barriers or enhance enablers? | | |
| Next steps for implementation: | | |
| In the next 3 months I will: | In the next 6 months I will: | In the next 12 months I will: |
| Other comments/feedback: | | |