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DOE HANDBOOK

GUIDE TO GOOD PRACTICES EVALUATION INSTRUMENT EXAMPLES



MASTER

**U.S. Department of Energy
Washington, D.C. 20585**

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FOREWORD

1. This Department of Energy (DOE) Handbook is approved for use by all DOE Components and their contractors. The Handbook incorporates editorial changes to DOE-STD-1006-92, *Guide to Good Practices: Evaluation Instrument Examples*, and supersedes and replaces DOE-STD-1006-92. Technical content of this Handbook has not changed from the original technical standard. Changes are primarily editorial improvements, redesignation of the standard to a Handbook, and format changes to conform with current Technical Standards Program procedures.

2. This technical standard provides guidance to DOE staff and contractors that can be used by training staffs (e.g., instructors, designers, developers and managers) and others for developing evaluation instruments. Examples of various methods and techniques have been included. These instruments are not necessarily intended to be used "as is," but they provide guidance for training evaluation instrument development.

3. Beneficial comments (recommendations, additions, deletions) and any pertinent data that may improve this document should be sent to the Office of Nuclear Safety Policy and Standards (EH-31), U.S. Department of Energy, Washington, DC 20585, by letter or by using the self-addressed Document Improvement Proposal (DOE F 1300.3) appearing at the end of this document.

4. DOE technical standards, such as this Handbook, do not establish requirements. However, all or part of the provisions in a technical standard can become requirements under the following circumstances:
 - (1) they are explicitly stated to be requirements in a DOE requirements document; or
 - (2) the organization makes a commitment to meet a technical standard in a contract or in a plan or program required by a DOE requirements document.

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1. INTRODUCTION

1.1 Purpose

Training evaluation determines a training program's effectiveness in meeting its intended purpose; producing competent employees. Evaluation is the quality assurance component of a systematic approach to training (SAT) program. This guide provides information on evaluation instruments used to gather employee, supervisor, and instructor feedback to identify strengths and weaknesses of training programs at DOE facilities. It should be used in conjunction with *DOE Training Program Handbook: A Systematic Approach to Training* and *DOE Handbook, Alternative Systematic Approaches to Training*.

1.2 Discussion

The key to conducting an effective training evaluation is to first identify the questions to be answered by the evaluation. Should the program be modified? What performance gains are being realized? Is the need for training being addressed in the best way possible? The purposes of an evaluation include the following:

- To determine if a program is accomplishing its objectives.
- To identify the strengths and weaknesses of a particular training program.
- To identify which trainees benefitted the most, or the least, from a training program.
- To determine if a program was appropriate for its intended purpose and target population.

Training evaluations should be conducted in all available settings (classroom, laboratory, simulator, and on-the-job training) and at various times (during training, immediately after training, three to six months after training, etc.). "What type of training data is needed?" and "What training setting is being evaluated?" are two questions that will help determine when the evaluation is conducted. The specific setting and time are usually controlled by the level of the training evaluation. There are four levels of evaluation.

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Level I:	Reaction-	Determines the trainees' opinion of the training program.
Level II:	Learning-	Measures the trainees' achievement of the program goals.
Level III:	Application-	Determines if trainees are using the new skills on the job.
Level IV:	Results-	Measures whether training has a significant influence on the organization's operation.

Internal Evaluations

Levels I and II focus primarily on internal evaluations. Internal evaluation is the process that collects data by reviewing course materials, trainee test and performance data, the trainees' reactions to training, instructor evaluations by training staff, and other information coming from the development and use of the actual training program itself.

Measuring the trainees' reactions to training is usually collected on an end-of-course critique form or questionnaire that records the trainees' impressions about the instructors, course content, materials, facilities, etc. Although this data is subjective, it can be valuable as a quick assessment of training. This data can also be a source of information about the perceived quality of training and materials. Trainees can also be good evaluators of instructor technical competence. The problem with this instrument is that there is very little correlation between how the trainees feel and what they have learned. Examples 6 and 7 are variations of this type.

Instructors are evaluated by the training staff to determine the adequacy of training delivery. This evaluation should be performed by the training supervisor or a qualified staff member. Instructors should be evaluated regularly in terms of technical knowledge, presentation skills, and interpersonal skills for each training setting they are qualified to instruct. The discrepancies identified in these evaluations should be corrected using a systematic method such as a feedback loop. Examples 1, 2, 3, 9, and 10 all relate to this method of evaluation.

Training materials should also be evaluated periodically. This should ensure that the required changes are being incorporated. These changes may include changes to DOE regulations, modifications to equipment or procedures, changes in job scope, and industry operating experiences that impact the training.

External Evaluations

Levels III and IV focus on the impact of the training on the job (external). External evaluation is the process that collects data from prior trainees, supervisors and managers, and from many other outside sources that are beyond the actual domain of the training program.

One method of collecting external evaluation data is to directly observe the graduate during actual job performance. This method is the most direct approach to getting an answer to the question of whether or not the graduate can perform the tasks on the job that he/she was trained. Observations may be performed by a single evaluator or a team composed of evaluators and subject matter experts. A checklist can be beneficial to aid in observations.

A method of collecting data from prior trainees and their supervisors is by using questionnaires. Questionnaires are the least expensive approach for collecting data from graduates and their supervisors. The validity of these questionnaires reflects how well the evaluators prepared and distributed them. The questionnaire should include the tasks that the trainees were trained to perform. Examples 4 and 5 represent this method.

Another method used to collect data from prior trainees and their supervisors is through personal interviews. This method allows evaluators to collect more detailed information than is possible on questionnaires. Evaluators can also follow-up on unclear responses and can clarify any problems the graduate is having. Interviews should concentrate on determining graduate proficiency. This is best accomplished by using a preplanned list of questions.

Instructional quality data is collected during instruction, immediately after instruction, and at various times after training to assure program maintenance. How data is collected is influenced by the type of evaluation instrument used and by the training being evaluated.

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This data, or feedback, can be gathered using checklists, numerical rating scales, questionnaires, interviews, or direct observation. Subcontracted training should not be treated differently than facility operating contractor training; therefore, the same evaluation instruments should apply.

2. TRAINING EVALUATION INSTRUMENTS

Training evaluation instruments can take a variety of forms. Regardless of the material, process, or program being evaluated, general principles should be followed to construct an evaluation instrument. Common formats for many evaluation instruments include checklists, numerical rating scales, questionnaires, interviews, and direct observation.

In the discussion that follows, guidance for developing evaluation instruments is presented and examples of evaluation instruments are provided. The examples provided do not encompass all training activities, and they should be revised to reflect individual training and facility organizational needs.

2.1 Numerical Rating Scale Format

A numerical rating scale can be used to evaluate a trainee's performance on many tasks, group interactions, or instructor performance, or to collect feedback from facility management on trainee performance. The use of this format helps to control the subjectivity of the evaluator and provides better feedback than a simple pass/fail or satisfactory/unsatisfactory format. The numerical rating scale chosen should be adequately anchored at all times to keep the results as objective as possible. Numerical scales can be used to collect post-training feedback from trainees and supervisors and to conduct instructional setting evaluations.

The following guidance can be helpful when constructing numerical rating scales:

- Select the processes and/or products to be evaluated
- Determine the response scale
- Define the points on the scale

The rating scale chosen should then be used consistently across the site to promote objectivity during evaluations.

The following examples can be used to collect evaluation data on instructor performance, supervisor post-training feedback, and trainee post-training feedback.

- Example 1, Laboratory Instructor Evaluation
- Example 2, Instructor Performance Evaluation
- Example 3, Simulator Instructor Evaluation
- Example 4, Supervisor's Post-training Feedback
- Example 5, Trainee Post-training Evaluation

Appendix A contains examples of each type of evaluation instrument listed above.

2.2 Questionnaire Format

A questionnaire format may be used to solicit opinions, obtain information, and collect feedback regarding the work or training environment. For example, questionnaires can be used to collect post-training feedback on initial or continuing training program effectiveness, to gather data that assists in the evaluation of the proper scope of training program content, and to investigate the effects of industry events and/or regulatory changes on the content of a training program.

The following guidance can be helpful when developing a questionnaire-type evaluation instrument:

- Define the purpose of the questionnaire. This can be done by determining what information is needed, who will provide the information, and how the information will be used.
- Determine the source of the evaluation questions to be used in the questionnaire. Questions can come from managers and training staff, previous observations and interview material, and other questionnaires that have been used for similar purposes.
- Determine the types of questions required on the questionnaire. Three different types of questions can be used. The interview technique uses all three types.
 - Performance Questions - These questions ask what has actually been performed. They are aimed at obtaining descriptions of actual experiences, activities, or actions where the corresponding performance would be observable if an evaluator were present.

- Opinion Questions - These questions ask for an individual's opinion about something. They are used to gather information concerning people's goals, intentions, desires, or values. This type of question can cause analysis problems because it usually requires agreement or disagreement on the part of the evaluator.
- Knowledge Questions - These questions are used to determine the factual information an individual knows. Facts are not opinions, feelings, or actions but are considered knowledge or truths. Knowledge questions can elicit facts from recollection or can verify facts with a true/false answer. This type of question should be used in conjunction with the other types to prevent the impression that this questionnaire is a test.
- Write the questions. The questions should be clearly focused to aid the respondents in determining the information that is desired. Clear cues should be provided to help accomplish this. The questions should be formatted to be consistent with the type of information sought.

The following examples can be used to collect evaluation data for program development, on-the-job training (OJT), and simulator training.

- Example 6, Trainee Feedback Evaluation
- Example 7, End-of-Course Training Evaluation
- Example 8, Training Program Evaluation

Appendix B contains examples of each type of evaluation instrument listed above.

2.3 Checklist Format

A checklist format can be used to assess a product to determine whether the actions or results meet predetermined standards. A checklist might be used to determine if job performance was satisfactory after training or if an instructional session was conducted properly.

The following guidance can be helpful when constructing a checklist evaluation instrument:

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- Identify all actions or key points to be evaluated. Each must be important, observable, and measurable.
- Identify the most frequent problems found in the activity to be evaluated.
- Convert these problems (negative statements) into positive statements that describe satisfactory performance or describe satisfactory products.
- Provide a model or samples of acceptable materials to help the evaluator determine whether standards of accuracy and quality are met.

The following examples can be used to collect evaluation data for instructor observations and for the training department

- Example 9, Instructor Observation Checklist
- Example 10, OJT Training Course Evaluation Form
- Example 11, Training Development Recommendation Checklist
- Example 12, Training Material Request/Update

Appendix C contains examples of each type of evaluation instrument listed above.

2.4 Interviews

Interviews allow the evaluator to adjust the questions to the situation and to probe deeper into areas of interest or concern. This activity can be labor-intensive depending on the number of individuals to be interviewed. Personal interviews may be necessary when collecting feedback concerning the effectiveness of training on a new procedure or plant modification. The following is a list of key considerations for using the interview method:

- Evaluators should follow-up on unclear or incomplete responses.
- Interviewers can clarify any problems the trainee is experiencing.
- Gather data through separate interviews with trainees and their supervisors. The presence of the supervisor during the interview could drastically alter the trainee's responses.
- Always explain to the interviewee who you are and why you are there. The more people who know what is going to happen and what will be done with the data, the more likely it is that their responses will be candid.

- Show a sincere interest in the interviewee and his/her job.
- Do not try to tell the interviewee how to do the job. The interviewee is the job expert. Your job is to collect information about how that person is doing on the job and how well training prepared him/her for it. Try to talk to the interviewees in their own language. Total ignorance of job-related terminology and jargon suggests a lack of interest on the part of the interviewer.
- Remember that the evaluation process is not a blame-placing activity. You must repeatedly communicate to the trainee that you are only there to get information to evaluate and improve the quality of training at your facility.
- The main task of the interviewer is to determine how well the trainee is doing on the job and how well training prepared him/her for the job.
- Use a preplanned list of questions to get honest, pertinent answers relating to how the trainee's skills are being utilized, how well he/she was trained, etc. Keep the interview focused on the collection of pertinent data.
- Accurately record answers to the questions.

2.5 Observation

Direct task observation may be most effective when collecting trainee performance data three to six months after training has taken place. Task observation may be time-consuming, and its effectiveness depends on when the task is performed and the expertise of the observer. A checklist should be prepared and used for observations.

The purpose of a training evaluation also influences the type of instrument used, the training setting observed, and when the evaluation is performed. If the goal of the evaluation is to determine training effectiveness in terms of trainee performance on the job, then an interview survey instrument or an observation instrument would be appropriate. Both instruments should address trainee performance of the task or training program objective level. The evaluation should be conducted during the scheduled application of the newly-learned skills and knowledge and on a schedule based on the frequency of application (planned).

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3. SUMMARY

Program evaluation information must be analyzed before it can be used to make changes in training. Each facility should use a method of analysis that will yield the information required to have positive results. Some types of data should be organized and tabulated prior to analysis to make it more usable. The analysis of the information will confirm program effectiveness or determine that training can contribute to a solution that will correct an existing or potential problem.

The analysis of evaluations and the development of corrective action plans will provide the training organization with positive short- and long-range direction. The collection of data before, during, and after training can provide valuable information for decisions about existing and future training programs. Peer evaluations and facility supervisor evaluations, as well as manager and instructor evaluations, are valuable tools when maintaining a training program. To take full advantage of this evaluation information, it is important that facility and training management conduct regular reviews, and that training personnel are provided feedback directly and through continuing development activities. This will ensure that all training activities are consistently and effectively administered and will produce the results that are intended.

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APPENDIX A
NUMERICAL RATING SCALE EXAMPLES

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APPENDIX A

EXAMPLE 1

Laboratory Instructor Evaluation

LESSON TITLE: _____ DATE: _____
 INSTRUCTOR: _____ LENGTH OF OBSERVATION: _____
 OBSERVED BY: _____ DATE: _____
 REVIEWED BY: _____ DATE: _____

Instructions: Below is a list of competency statements that laboratory instructors should use to contribute to the learning process. Read each statement and evaluate the instructor's performance by circling the appropriate rating next to the statement. Written comments for all ratings are encouraged. Comments are required for "unsatisfactory" and "needs improvement" ratings. Space is available to the right of each rating.

EXPLANATION OF RATINGS

0	Not Observed	Activity not observed by the evaluator
1	Unsatisfactory	Failed to perform the required activity
2	Needs Improvement	Performed most essential activities properly
3	Satisfactory	Performed all essential activities properly
4	Above Average	Performed all requirements and exceeds on several
5	Outstanding	Consistently exceeded requirements

GENERAL INSTRUCTIONAL TECHNIQUES

COMMENTS

1. Objectives were stated and explained prior to performance. 0 1 2 3 4 5

2. Instructor followed the laboratory guide (minimum content and covered within assigned time). 0 1 2 3 4 5

Laboratory Instructor Evaluation

GENERAL INSTRUCTIONAL TECHNIQUES (Continued)

COMMENTS

- | | |
|-------------------------------------------------------------------------------------------------------------|-------------|
| 3. Instructor actively coached trainees during laboratory sessions. | 0 1 2 3 4 5 |
| 4. Instructor identified and helped trainees correct knowledge and skill weaknesses. | 0 1 2 3 4 5 |
| 5. Instructor used trainee responses and other situations as opportunities to teach and reinforce concepts. | 0 1 2 3 4 5 |
| 6. Instructor projected interest and enthusiasm for the session. | 0 1 2 3 4 5 |
| 7. Instructor listened to the trainees and responded to their questions and needs. | 0 1 2 3 4 5 |
| 8. Instructor adjusted the pace to the level of trainees' knowledge and ability. | 0 1 2 3 4 5 |
| 9. Instructor's movements and gestures were appropriate (not distracting). | 0 1 2 3 4 5 |
| 10. Instructor maintained vocal variety (avoiding monotone). | 0 1 2 3 4 5 |

APPENDIX A

Laboratory Instructor Evaluation

GENERAL INSTRUCTIONAL TECHNIQUES (Continued)

COMMENTS

11. Instructor avoided using distracting vocal mannerisms (and-uh, you know, O.K.). 0 1 2 3 4 5
12. Instructor summarized activities at the end of the session. 0 1 2 3 4 5
13. Instructor solicited and answered unresolved trainee questions at the end of the session. 0 1 2 3 4 5

KNOWLEDGE OF SUBJECT MATTER

1. Instructor explained technical information clearly and concisely. 0 1 2 3 4 5
2. Instructor pointed out differences that may exist between the laboratory and actual facility procedures and equipment. 0 1 2 3 4 5
3. The questions required the trainees to:
- a. think through causes and effects of laboratory steps. 0 1 2 3 4 5
 - b. think through facility conditions, activities, causes, and responses. 0 1 2 3 4 5
 - c. integrate knowledge (theory, systems, procedures, tech spec/bases, etc.). 0 1 2 3 4 5

Laboratory Instructor Evaluation

KNOWLEDGE OF SUBJECT MATTER (Continued)

COMMENTS

- | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 4. Instructor effectively incorporated the theory of facility operations and industry operating experiences into the laboratory training. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Enough time was spent on exercises. | 0 | 1 | 2 | 3 | 4 | 5 |

ADDITIONAL COMMENTS:

APPENDIX A

EXAMPLE 2

Instructor Performance Evaluation

LESSON TITLE: _____ DATE: _____
 INSTRUCTOR: _____ LENGTH OF OBSERVATION: _____
 OBSERVED BY: _____ DATE: _____
 REVIEWED BY: _____ DATE: _____

Instructions: Below is a list of competency statements that instructors should use to contribute to the learning process. Read each statement and evaluate the instructor's performance by circling the appropriate rating next to the statement. Written comments for all ratings are encouraged. Comments are required for "unsatisfactory" and "needs improvement" ratings. Space is available to the right of each rating.

EXPLANATION OF RATINGS

0	Not Observed	Activity not observed by the evaluator
1	Unsatisfactory	Failed to perform the required activity
2	Needs Improvement	Performed most essential activities properly
3	Satisfactory	Performed all essential activities properly
4	Above Average	Performed all requirements and exceeds on several
5	Outstanding	Consistently exceeded requirements

MATERIALS

COMMENTS

- The student handout is organized in a logical manner conforming with lesson presentation. 0 1 2 3 4 5
- The training material is current and technically accurate. 0 1 2 3 4 5

APPENDIX A

Instructor Performance Evaluation

MATERIALS (Continued)

COMMENTS

3. The training material relates to the learning objectives. 0 1 2 3 4 5

4. When used, the industry event examples are appropriate. 0 1 2 3 4 5

CONDUCT OF CLASS

Preparation

1. Classroom physical layout enhanced the learning climate. 0 1 2 3 4 5

2. The instructor appeared adequately prepared. 0 1 2 3 4 5

Introduction

1. Started class on time. 0 1 2 3 4 5

2. Provided student handouts. 0 1 2 3 4 5

3. Stated the purpose of lecture. 0 1 2 3 4 5

4. Reviewed the objectives for the class session. 0 1 2 3 4 5

5. Stated a problem to be solved or discussed during the class. 0 1 2 3 4 5

APPENDIX A

Instructor Performance Evaluation

CONDUCT OF CLASS (Continued)

COMMENTS

- | | |
|----------------------------------------------------------------------------------------|-------------|
| 6. Made explicit the relationship between current subject matter and previous classes. | 0 1 2 3 4 5 |
|----------------------------------------------------------------------------------------|-------------|

Presentation

- | | |
|----------------------------------------------------------------------|-------------|
| 1. Followed the lesson plan. | 0 1 2 3 4 5 |
| 2. Taught the content in a systematic and organized fashion. | 0 1 2 3 4 5 |
| 3. Defined new terms, concepts, and principles. | 0 1 2 3 4 5 |
| 4. Used clear, simple, and relevant examples to explain major ideas. | 0 1 2 3 4 5 |
| 5. Related new ideas to familiar ones. | 0 1 2 3 4 5 |
| 6. Presented information at an appropriate level of detail. | 0 1 2 3 4 5 |
| 7. Used alternate explanations when necessary. | 0 1 2 3 4 5 |
| 8. Stated the relationship among various ideas in the presentation. | 0 1 2 3 4 5 |

APPENDIX A

Instructor Performance Evaluation

CONDUCT OF CLASS (Continued)**COMMENTS**

- | | | | | | | |
|-------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 9. Asked questions to determine if information was presented at a proper rate. | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Periodically summarized the important ideas. | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Reiterated definitions of new terms to help students become accustomed to them. | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Exhibited a level of knowledge adequate to teach the material. | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Displayed a positive attitude. | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Demonstrated confidence during the class presentation. | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. Developed a positive rapport with the students. | 0 | 1 | 2 | 3 | 4 | 5 |
| 16. Requested student participation. | 0 | 1 | 2 | 3 | 4 | 5 |

COMMUNICATION SKILLSVerbal

- | | | | | | | |
|---------------------------------|---|---|---|---|---|---|
| 1. Voice could be easily heard. | 0 | 1 | 2 | 3 | 4 | 5 |
|---------------------------------|---|---|---|---|---|---|

Instructor Performance Evaluation

COMMUNICATION SKILLS (Continued)**COMMENTS**

- | | |
|--------------------------------------------------------------------|-------------|
| 2. Voice was raised or lowered for variety and emphasis. | 0 1 2 3 4 5 |
| 3. Speech was neither too formal nor too casual. | 0 1 2 3 4 5 |
| 4. Rate of speech was neither too fast nor too slow. | 0 1 2 3 4 5 |
| 5. Varied the pace of the presentation to keep the students alert. | 0 1 2 3 4 5 |
| 6. Spoke at a rate that allowed students time to take notes. | 0 1 2 3 4 5 |
| 7. Facilitated discussions effectively. | 0 1 2 3 4 5 |

Non-Verbal

- | | |
|------------------------------------------------------------------|-------------|
| 1. Established and maintained eye contact with the entire class. | 0 1 2 3 4 5 |
| 2. Listened carefully to student comments and questions. | 0 1 2 3 4 5 |
| 3. Appearance was proper. | 0 1 2 3 4 5 |
| 4. Instructor was enthusiastic about the material presented. | 0 1 2 3 4 5 |

APPENDIX A

Instructor Performance Evaluation

COMMUNICATION SKILLS (Continued)**COMMENTS**

5. Noted and responded to signs of puzzlement, boredom, and curiosity of the student. 0 1 2 3 4 5

QUESTIONING ABILITYAsking Questions

1. Asked questions to determine what the students know about the lecture topic. 0 1 2 3 4 5
2. Asked questions that allowed the instructor to gauge student progress. 0 1 2 3 4 5
3. Addressed questions to individual students as well as to the group at large. 0 1 2 3 4 5
4. Encouraged students to answer difficult questions by providing clues or rephrasing. 0 1 2 3 4 5
5. Involved as many students as possible in the classroom discussion. 0 1 2 3 4 5
6. When necessary, asked students to clarify their questions. 0 1 2 3 4 5

APPENDIX A

Instructor Performance Evaluation

QUESTIONING ABILITY (Continued)**COMMENTS**

7. Asked probing questions if a student's answer was incomplete or superficial. 0 1 2 3 4 5
8. Repeated answers when necessary so the entire class could hear. 0 1 2 3 4 5

Answering Questions

1. Encouraged student questions. 0 1 2 3 4 5
2. Received student questions politely and, when possible, enthusiastically. 0 1 2 3 4 5
3. Answered student's questions satisfactorily. 0 1 2 3 4 5
4. Repeated student's question when necessary. 0 1 2 3 4 5

AUDIO/VISUAL AIDS

1. Used audio/visual aids to enhance the learning objectives. 0 1 2 3 4 5
2. Transparencies/slides were clear and easy to read. 0 1 2 3 4 5
3. Board work appeared organized and legible. 0 1 2 3 4 5

APPENDIX A

Instructor Performance Evaluation

AUDIO/VISUAL AIDS (Continued)

COMMENTS

- 4. Demonstration performed
could be seen by all students. 0 1 2 3 4 5

- 5. Student handout was used effectively
by the instructor. 0 1 2 3 4 5

SUMMARY

- 1. The instructor properly summarized
the key points of the presentation. 0 1 2 3 4 5

Instructor Performance Evaluation

STRONG POINTS

SUGGESTIONS FOR IMPROVEMENT

--	--

Overall Evaluation Score

1	2	3	4	5
Needs Improvement		Minimum Requirement		Exceeded Requirement

Signature of Trainee

Date

Signature of Evaluator

Date

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APPENDIX A

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EXAMPLE 3

Simulator Instructor Observation

LESSON TITLE: _____ DATE: _____
 INSTRUCTOR: _____ LENGTH OF OBSERVATION: _____
 OBSERVED BY: _____ DATE: _____
 REVIEWED BY: _____ DATE: _____

Instructions: Below is a list of competency statements that simulator instructors should use to contribute to the learning process. Read each statement and evaluate the instructor's performance by circling the appropriate rating next to the statement. Written comments for all ratings are encouraged. Comments are required for "unsatisfactory" and "needs improvement" ratings. Space is available to the right of each rating.

EXPLANATION OF RATINGS

0	Not Observed	Activity not observed by the evaluator
1	Unsatisfactory	Failed to perform the required activity
2	Needs Improvement	Performed most essential activities properly
3	Satisfactory	Performed all essential activities properly
4	Above Average	Performed all requirements and exceeds on several
5	Outstanding	Consistently exceeded requirements

CONDUCT OF TRAINING

COMMENTS

- | | |
|----------------------------------------|-------------|
| 1. The objectives were clearly stated. | 0 1 2 3 4 5 |
| 2. The simulator was set up properly. | 0 1 2 3 4 5 |

Simulator Instructor Observation

CONDUCT OF TRAINING (Continued)

COMMENTS

- | | | | | | | |
|---------------------------------------------------------------|---|---|---|---|---|---|
| 3. Pre-training briefings addressed the following: | | | | | | |
| a. Facility conditions, history, operating orders | 0 | 1 | 2 | 3 | 4 | 5 |
| b. Known simulator/facility differences | 0 | 1 | 2 | 3 | 4 | 5 |
| c. Turnover/walkdown of the facilities | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. A realistic atmosphere was maintained. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Trainees were required to use proper communication skills. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Malfunctions were initiated properly. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Simulator training time was used effectively. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. The instructor's console was operated correctly. | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Instructor displayed a positive attitude. | 0 | 1 | 2 | 3 | 4 | 5 |

QUESTIONING TECHNIQUES

- | | | | | | | |
|--------------------------------------------------------------------------------|---|---|---|---|---|---|
| 1. Asked questions to determine what the student knew about the session topic. | 0 | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------------------------|---|---|---|---|---|---|

APPENDIX A

Simulator Instructor Observation

QUESTIONING TECHNIQUES (Continued)

COMMENTS

- | | |
|-------------------------------------------------------------------------------------------------|-------------|
| 2. Asked questions that allowed the instructor to evaluate the student's progress. | 0 1 2 3 4 5 |
| 3. Handled incorrect responses appropriately. | 0 1 2 3 4 5 |
| 4. Asked questions to determine whether too much or too little information was being presented. | 0 1 2 3 4 5 |

INSTRUCTIONAL SKILLS

- | | |
|----------------------------------------------------------------------------------|-------------|
| 1. Presentation was well organized. | 0 1 2 3 4 5 |
| 2. The instructor demonstrated and exhibited good coaching/assisting techniques. | 0 1 2 3 4 5 |
| 3. The instructor used alternate approaches to enhance learning. | 0 1 2 3 4 5 |
| 4. The instructor effectively used the "freeze" function to enhance learning. | 0 1 2 3 4 5 |
| 5. The instructor achieved the session goals. | 0 1 2 3 4 5 |

APPENDIX A

Simulator Instructor Observation

TECHNICAL KNOWLEDGE

COMMENTS

(NOTE: This section to be evaluated by a subject matter expert.)

- | | | | | | | |
|----------------------------------------------------------------------------|---|---|---|---|---|---|
| 1. Focused presentation on level of learners' understanding. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Emphasized operator professionalism. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrated familiarity with facility procedures/reference material. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Emphasized and reinforced team skills. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Developed and emphasized diagnostic skills. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Exhibited a level of knowledge adequate to teach the training material. | 0 | 1 | 2 | 3 | 4 | 5 |

CRITIQUE SKILLS

- | | | | | | | |
|-----------------------------------------------------------------------------------|---|---|---|---|---|---|
| 1. Post-training critiques facilitate individual students to critique themselves. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Post-training critiques required the team to critique themselves. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The instructor summarized the simulator session. | 0 | 1 | 2 | 3 | 4 | 5 |

APPENDIX A

Simulator Instructor Observation

CRITIQUE SKILLS (Continued)

COMMENTS

- | | | | | | | |
|--------------------------------------------------------------------------------|---|---|---|---|---|---|
| 4. Post-training critiques addressed: | | | | | | |
| • exercise-specific performance objectives | 0 | 1 | 2 | 3 | 4 | 5 |
| • generic performance objectives | 0 | 1 | 2 | 3 | 4 | 5 |
| • facility operating standards and practices | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Critique resulted in operator commitment to reinforce positive performance. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Critique resulted in performance needing improvement, being changed. | 0 | 1 | 2 | 3 | 4 | 5 |

ADDITIONAL COMMENTS:

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APPENDIX A

INTENTIONALLY BLANK

Supervisor's Post-Training Feedback

NAME: _____ DATE: _____

COURSE/PROGRAM TITLE: _____

REVIEWED BY: _____ DATE: _____

This post-training evaluation is designed to obtain information that will maintain and improve the quality of our training programs. Based upon your observations of the trainee's job performance, rate the trainee on each of the listed tasks by circling the appropriate number.

REMEMBER: The rating should be based on performance of tasks that were trained on during the course or program.

EXPLANATION OF RATINGS

1. Unacceptable trainee performance: Trainee unable to perform task due to lack of knowledge and/or ability.
2. Poor trainee performance (partially competent): Trainee performed task with a marginal display of knowledge and/or ability.
3. Adequate trainee performance (competent): Trainee performed task with a sufficient display of knowledge and/or ability.
4. Very competent trainee performance: Trainee performed task with a good display of knowledge and/or ability.
5. Extremely competent trainee performance: Trainee performed task with an outstanding display of knowledge and/or ability.

APPENDIX A

Supervisor's Post-Training Feedback

TASK STATEMENT: Initiate a chemical item classification permit as the requestor. 1 2 3 4 5

TASK STATEMENT: Remove protective (anti-contamination) clothing. 1 2 3 4 5

TASK STATEMENT: Perform a locked, high-radiation area/exclusion area entry/exit. 1 2 3 4 5

TASK STATEMENT: Perform equipment/tool/area decontamination. 1 2 3 4 5

NOTE: This example shows only four task statements. An evaluation should be made for each application to determine the appropriate number of tasks.

APPENDIX A

EXAMPLE 5

Trainee Post-Training Evaluation

NAME: _____ DATE: _____
 COURSE/PROGRAM TITLE: _____
 REVIEWED BY: _____ DATE: _____

INSTRUCTIONS: This post-training evaluation questionnaire is designed to obtain information that will maintain and improve the quality of our training programs. Based on what you now know about your job in relation to the training you received in this course, please rate the following performance objective/task statements by circling the appropriate number on the rating scales.

TASK STATEMENT: Conduct surveillance test of instrument isolation valves

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Does not apply to my job	Parts, tools, equipment and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles involved in performing the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Does not apply to my job	Simple parts of the task	The task with supervision	The task without supervision

3. Job Relatedness--Task trained on related to my job

N/A	1	2	3	4	5
Does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

APPENDIX A

Trainee Post-Training Evaluation

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

TASK STATEMENT: Calibrate and maintain source range monitor

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Does not apply to my job	Parts, tools, equipment and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles involved in performing the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Does not apply to my job	Simple parts of the task	The task with supervision	The task without supervision

3. Job Relatedness--Task trained on related to my job

N/A	1	2	3	4	5
Does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

APPENDIX A

Trainee Post-Training Evaluation

TASK STATEMENT: Tag defective equipment/tools

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Does not apply to my job	Parts, tools, equipment and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles involved in performing the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Does not apply to my job	Simple parts of the task	The task with supervision	The task without supervision

3. Job Relatedness--Task trained on related to my job

N/A	1	2	3	4	5
Does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

APPENDIX A

Trainee Post-Training Evaluation

TASK STATEMENT: Maintain fire detection systems

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Does not apply to my job	Parts, tools, equipment and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles involved in performing the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Does not apply to my job	Simple parts of the task	The task with supervision	The task without supervision

3. Job Relatedness--Task trained on related to my job

N/A	1	2	3	4	5
Does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

APPENDIX A

Trainee Post-Training Evaluation

TASK STATEMENT: Perform wire wrapping

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Does not apply to my job	Parts, tools, equipment and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles involved in performing the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Does not apply to my job	Simple parts of the task	The task with supervision	The task without supervision

3. Job Relatedness--Task trained on related to my job

N/A	1	2	3	4	5
Does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

APPENDIX A

Trainee Post-Training Evaluation

TASK STATEMENT: Test containment isolation

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Does not apply to my job	Parts, tools, equipment and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles involved in performing the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Does not apply to my job	Simple parts of the task	The task with supervision	The task without supervision

3. Job Relatedness--Task trained on related to my job

N/A	1	2	3	4	5
Does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

NOTE: This example shows six task statements. An evaluation should be made for each application to determine the appropriate number of tasks.

APPENDIX B
QUESTIONNAIRE FORMAT EXAMPLES

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APPENDIX B

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EXAMPLE 6

Trainee Feedback Evaluation

COURSE/PROGRAM: _____

DATE: _____

NAME(Optional): _____

INSTRUCTOR'S NAME: _____

REVIEWED BY: _____

DATE: _____

Please rate the following statements using the following scale:

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

- | | | | | | |
|------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Time allotted to each unit of instruction was correct. | 1 | 2 | 3 | 4 | 5 |
| 2. Examples, analogies, and topics in training were relevant to your job needs. | 1 | 2 | 3 | 4 | 5 |
| 3. Training aids, audio-visuals, and handouts were current, accurate, and relevant to your job needs. | 1 | 2 | 3 | 4 | 5 |
| 4. As a result of attending the program or course, you are better prepared to perform your present duties. | 1 | 2 | 3 | 4 | 5 |
| 5. The classroom setting helped to promote learning. | 1 | 2 | 3 | 4 | 5 |
| 6. Facility specifics were taught where needed. | 1 | 2 | 3 | 4 | 5 |
| 7. The classroom training you received was beneficial to you in your understanding of facility operations. | 1 | 2 | 3 | 4 | 5 |

APPENDIX B

Trainee Feedback Evaluation

- | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 8. The information received in training was accurate and consistent with information received in the facility. | 1 | 2 | 3 | 4 | 5 |
| 9. The material was appropriate for your perspective (participant position, responsibilities, interests, beginning knowledge level). | 1 | 2 | 3 | 4 | 5 |
| 10. Your questions were answered satisfactorily. | 1 | 2 | 3 | 4 | 5 |
| 11. Overall, the course/program was beneficial and will help me perform my job. | 1 | 2 | 3 | 4 | 5 |

ADDITIONAL COMMENTS:

APPENDIX B

EXAMPLE 7

End-of-Course Training Evaluation

COURSE TITLE: _____ COURSE DATE: _____
 INSTRUCTOR: _____ TRAINEE JOB TITLE: _____
 REVIEWED BY: _____ DATE: _____

We need your evaluation of the training that you have just completed. Please indicate your responses to the statements below by checking the appropriate box.

	Always	Almost Always	Some- times	Never	Almost Never	Not Applicable
1. PROGRAM CONTENT						
A. This training was relevant to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The training was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The training objectives were clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. TRAINING MATERIAL						
A. The information provided in texts and handouts was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The text and handout material were easy to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

End-of-Course Training Evaluation

	Always	Almost Always	Some- times	Never	Almost Never	Not Applicable
C. The visual aids were of good quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. INSTRUCTOR						
A. The instructor was knowledgeable about the course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The instructor communicated the training information well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The instructor demonstrated enthusiasm for training and for the subject being taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. TRAINING METHODS						
A. The lectures were well organized and provided informative discussion of training topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Classroom discussion was encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Classroom discussions were useful for clarifying ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

End-of-Course Training Evaluation

	Always	Almost Always	Some- times	Never	Almost Never	Not Applicable
D. There were an adequate number of practical applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Practical applications were useful for clarifying ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Enough time was spent on practical applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Exams and quizzes were relevant to the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Exams and quizzes reinforced the training material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADDITIONAL COMMENTS:

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APPENDIX B

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Training Program Evaluation

3. How was the job analysis used to provide the basis for making decisions regarding program content? If a training task list or matrix has been developed for this program, attach a copy.

4. Were trainee entry-level skills and knowledge given consideration when the program was developed? Discuss the considerations.

5. Has the program been compared with the applicable SAT guidelines, taxonomy, and/or task listing? Describe the process.

6. Has the program been compared with current facility procedures and other technical and professional references to identify training content and facility-specific information for use in developing training materials?

7. How were the suggested instructional methods or activities developed (job analysis, terminal performance objectives, enabling objectives, actual experience, test pilot, etc.)?

Training Program Evaluation

11. Do these criteria reflect actual job performance standards? Cite examples.

SIMULATOR TRAINING

1. Does the simulator hardware mimic that of the control room?
2. Do simulator responses emulate those of the facility?
3. Is the simulator configuration program effective?
4. Are appropriate procedures, references, etc., available and maintained current?

APPENDIX C
EXAMPLE CHECKLISTS

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APPENDIX C

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APPENDIX C

EXAMPLE 9

Instructor Observation Checklist

LESSON TITLE: _____

DATE: _____

INSTRUCTOR: _____

LENGTH OF OBSERVATION: _____

OBSERVED BY: _____

TITLE: _____

REVIEWED BY: _____

DATE: _____

Directions: Check Yes, No, or N/O (Not Observed).1. Advance Preparation

YES NO N/O

The instructor was prepared for the training session.

- Training materials were gathered and checked for accuracy, completeness, and legibility. () () ()
- Training aids and materials (i.e., tests, handouts, transparencies) were organized for effective and efficient use. () () ()
- Administrative materials (i.e., attendance sheets) were available. () () ()
- Training area was set up for effective instruction prior to training (i.e., lighting, seating, supplies, A/V equipment). () () ()

APPENDIX C

Instructor Observation Checklist

2. <u>Format of the Training Material</u>	YES	NO	N/O
-------------------------------------------	-----	----	-----

The instructor demonstrated the ability to follow the lesson plan.

- | | | | |
|--------------------------------------------------------------------------------------------|-----|-----|-----|
| • An overview of the session was presented as a part of the introduction. | () | () | () |
| • Training objectives were provided at the beginning of the class. | () | () | () |
| • Training content was presented according to the lesson plan. | () | () | () |
| • Instructor/trainee activities were implemented according to the plan. | () | () | () |
| • The instructor demonstrated the ability to make instruction meaningful for the trainees. | () | () | () |
| • Objectives were reinforced during the training. | () | () | () |
| • Examples and/or analogies were used to apply the content to practical situations. | () | () | () |

The instructor demonstrated the ability to focus the trainees' attention on the training content.

- | | | | |
|-----------------------------------------------------------------------------------------|-----|-----|-----|
| • The trainees were provided with an appropriate purpose or rationale for the training. | () | () | () |
| • Interest in the topic was increased through use of reinforcement. | () | () | () |

APPENDIX C

Instructor Observation Checklist

	YES	NO	N/O
• The relationship of the present session to previous training was identified.	()	()	()
• The on-the-job significance of the training was emphasized.	()	()	()
The instructor demonstrated the ability to present the content and instructor/trainee activities in an organized, logical sequence.			
• One teaching point and/or objective flowed to the next.	()	()	()
• Trainees could follow the presentation without confusion.	()	()	()
• "Nice to know" information was minimized.	()	()	()
• Meaningful relationships between concepts and skills were clear.	()	()	()
• Topics had natural beginning and ending points.	()	()	()

3. Technical Material Review (For Peer Evaluation)

The instructor demonstrated appropriate technical competence to present the subject matter.

• Lesson content was accurate and current.	()	()	()
• Knowledge was of appropriate depth.	()	()	()
• Knowledge could be applied to the job as appropriate.	()	()	()

Instructor Observation Checklist

4. Applied Instructional Theory

YES NO N/O

The instructor demonstrated the ability to involve trainees actively in the learning process (as opposed to constant lecture or watching a demonstration).

- Active trainee participation was encouraged. () () ()
- Checks for understanding were made through questioning, performance, review quizzes, etc. () () ()
- Training was adjusted according to trainee needs. () () ()
- Allowances were made for "slower" and "faster" learners. () () ()
- Behavior and trainee responses were reinforced in a positive manner. () () ()
- Frequent and appropriate trainee responses were solicited. () () ()
- Asking subject-matter questions was encouraged. () () ()
- Trainees were given an opportunity to practice more than once (if needed). () () ()
- "Hands-on" practice was provided where possible. () () ()
- "Hands-on" practice emphasized critical steps and skills. () () ()

APPENDIX C

Instructor Observation Checklist

	YES	NO	N/O
The instructor summarized key points/information/task steps before progressing to the next objective.			
<ul style="list-style-type: none">The amount of information presented was appropriate for the trainees.	()	()	()

ADDITIONAL COMMENTS:

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APPENDIX C

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APPENDIX C

EXAMPLE 10

OJT Training Course Evaluation Form

COURSE LOCATION : _____ DATE: _____

EVALUATOR: _____ STUDENT: _____

Check Yes, No, or Not Applicable (N/A) for each item on this evaluation form. At the discretion of the evaluator, additional amplifying comments may be included for individual items in the spaces provided on the form. A Not Applicable rating for any item shall be considered to be entirely neutral and shall not factor into the student's overall evaluation grade.

Individual items marked with ** are considered vital and must receive either a Yes or No rating (Not Applicable does not apply to these items).

PREPARATION

ITEM	YES	NO	N/A	COMMENTS
**Are the objectives clear and measurable and do they contain conditions, action, and a standard?				
Is the instructor prepared to conduct the demonstration (e.g., all materials, prepared in advance, and in sufficient quantities)?				

APPENDIX C

OJT Training Course Evaluation Form

INTRODUCTION

ITEM	YES	NO	N/A	COMMENTS
Did the instructor attempt to put the trainee at ease by using "small talk" during the Introduction?				
Did the instructor motivate the trainee by explaining the importance of learning this particular skill, e.g., "WIIFM" (What's In It For Me)?				
**Was the learning objective stated by the instructor and then discussed with the trainee to clear up any misunderstandings?				
Did the instructor attempt to find out the trainees's previous background in this particular task?				
Did the instructor explain the overall process that would be followed during the OJT lesson?				
Did the instructor tell the trainee what was going to be covered in the OJT lesson?				

EXPLANATION AND DEMONSTRATION

ITEM	YES	NO	N/A	COMMENTS
**Did the instructor use and follow the lesson plan developed for this demonstration?				
**Did the instructor use and follow the procedure developed for this demonstration?				
**Did the instructor explain and demonstrate the task to the trainee?				
**Was two-way communication between the instructor and the trainee evident?				
**Were proper safety precautions stressed and discussed as applicable?				
**Did the instructor use proper questioning techniques to ensure student comprehension?				

APPENDIX C

OJT Training Course Evaluation Form

PRACTICE UNDER SUPERVISION

ITEM	YES	NO	N/A	COMMENTS
**Was the trainee allowed to practice the task sufficiently to gain the required skill?				
**Did the instructor ensure the trainee followed the procedure?				
Did the instructor ensure the trainee used proper techniques as applicable?				
**Were proper safety precautions stressed and discussed as applicable?				

CONCLUSION

ITEM	YES	NO	N/A	COMMENTS
Did the instructor clearly conclude the Training Phase prior to beginning the Evaluation Phase?				
**Did the instructor summarize/conclude the presentation by restating the major points?				
**Did the instructor restate the learning objective in the summary/conclusion?				

APPENDIX C

OJT Training Course Evaluation Form

PERFORMANCE EVALUATION

ITEM	YES	NO	N/A	COMMENTS
**Did the instructor restate the learning objective?				
**Did the instructor clearly explain the ground rules (e.g., trainee will be on his own, no coaching, required performance standard)?				
Did the instructor review the Evaluation Document with the trainee prior to beginning the evaluation?				
Did the trainee perform the task without help or coaching from the instructor?				
**Did the instructor use the standards defined in the Evaluation Document to evaluate the trainee's performance?				
**Did the instructor ask pertinent questions during the task performance?				
**Did the instructor review the trainee's performance (using the criteria contained in the Evaluation Document) with the trainee immediately after the task was completed?				
Was the Pass/Fail status of the trainee's performance provided to the trainee immediately following completion of the task?				
As applicable, did the instructor encourage/motivate the trainee to practice or refine any noted weaknesses?				
Did the instructor document the training (e.g., sign the evaluation document)?				

OJT Training Course Evaluation Form

OVERALL OJT TRAINING COURSE CONCLUSIONS

SATISFACTORY

NEEDS IMPROVEMENT(*)

OJT Course Instructor

Course Trainee

SPECIFIC COMMENTS

STRENGTHS	WEAKNESSES
	(*) Specify where improvement is needed

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APPENDIX C

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Training Development Recommendation Checklist

ORIGINATOR: _____

NEW DEVELOPMENT: _____ REVISION: _____

1. Identify the problem/need: _____

2. Is the problem/need safety-related?

Yes _____ No _____

3. What job classification is affected?

- Control room operator
- Shift supervisor
- Shift superintendent
- Facility equipment operator
- Shift technical advisor
- Electrician
- Mechanical maintenance
- Instrument and control technician
- Radiation protection technician
- Chemistry technician
- Managers and technical staff
- Other _____

Training Development Recommendation Checklist

4. What type of task is involved?

- Normal operations
- Maintenance and surveillance
- Administrative
- Abnormal
- Emergency
- Team building
- Other _____

5. How important is this situation?

- Negligible
- Undesirable
- Serious
- Severe
- Extremely severe

6. Does the situation require urgent consideration?

Yes _____ No _____

7. How difficult is this task to perform?

- Very easy
- Somewhat easy
- Moderately difficult
- Very difficult
- Extremely difficult

Training Development Recommendation Checklist

8. What is the frequency of this problem/need?
- Rarely (about once a year)
 - Seldom (about 3 or 4 times a year)
 - Occasionally (about once a month)
 - Often (about once a week)
 - Very often (daily)
9. What is the source of the problem/need?
- Lack of training
 - Insufficient training emphasis
 - Lack of practice during training
 - Incorrect training materials
 - Conflict between training and job requirements
 - Regulatory requirement
 - Not applicable
10. How can this recommendation benefit facility operations?
- Correct unsafe practices
 - Improve facility availability
 - Eliminate equipment misuse/damage
 - Reduce reworks
 - Reduce unscheduled maintenance
 - Improve employee performance
 - Accelerate qualification
 - Avert anticipated problem
 - Respond to regulatory/requirement/change
 - Maintain job qualifications

Training Development Recommendation Checklist

11. How do you suggest training be ___ revised or ___ developed?

(Attach a written description that describes the root cause of the problem and how it should be corrected.)

Signature, Title Date

FUNCTIONAL REVIEW

Disposition Action:

Approved ___ Approved with Modifications ___ Disapproved ___

Modifications and Comments (Note: approved with modifications and disapproved require comments):

Signature, Title Date

TRAINING REVIEW

Disposition Action:

Approved ___ Approved with Modifications ___ Disapproved ___ Defer ___

Modifications and Comments (Note: approved with modifications, disapproved, and defer require comments):

Signature, Title Date

Training Material Request/Update

Date: _____

Course Number: _____

Course Title: _____

Instructors Name: _____

Location/Bldg.: _____

Your Name: _____

Employee Number: _____

Title: _____

Department: _____

Bldg/Room: _____

Extention/Pager: _____

Reason for the Request _____

Work Authorized? Yes/No

(circle one)

Course Coordinator

Date

Comments: _____

Training Material Request/Update

Training Material Request Checklist				
Training Material	Document # or N/A	Date Required	Assigned To	Date Completed
System Description				
Instructor/ Student Guide				
Student Handout				
Exam/Quiz				
Qual Card/Guide				
Procedure				
Curriculum Outline				
Hierarchy				
Test Analysis Memo				
Exam Validation Matrix				
Training Appraisal Questionnaire				

Training Material Checklist Complete? _____

Instructor

Date

Completed Work Approval: Yes/No _____

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Course Coordinator

Date

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Preparing Activity:

DOE-EH-31

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6910-0063

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