



Evaluating Your Training of Trainers

As extension educators, you often provide trainers such as teachers, 4-H and community volunteers, tobacco coalitions, Master Gardeners and even farmers and green house owners who manage employees, important concepts and recommendations for change that you want these trainers to *incorporate into their teaching* of their target audiences.

In this context, you are working in a train-the-trainer program model. Many in-service workshops provided by extension specialists for extension educators fall within this program model as well.

Evaluation of your initial impact

What do you want to know about your teaching?

- One crucial impact may be whether you provided the trainers with **concepts that they find important** and that they will teach their audiences in future.
- Another impact may be whether you provided the trainers with **recommended practices for change that they accept as viable** and will teach to their target audiences.

Try adapting the following questions to evaluate these initial impacts of your training.

Importance of Concepts: in previous teaching and in future teaching.

Listed below are concepts discussed in the Eco Weed program. On the left, circle how important each concept was in your teaching *before* this program. On the right, circle how important each concept will be in your teaching *in the future*.

Not Important	Somewhat Important	Moderately Important	Very Important		Not Important	Somewhat Important	Moderately Important	Very Important
				Identification of ten weeds common to PA				
				Weed life cycles				
				What makes weeds successful				
				Weed seed predation by ground beetles				
				Timing of mechanical weed control				
				Cover crop selection				



Inclusion of Recommendations for change: in previous teaching and in future teaching.

Listed below are management practices discussed in the Eco Weed program. On the left, indicate how likely you were to include each practice as a recommendation for change in your teaching *before* this program. On the right, indicate how likely you are to include each practice as a recommendation for change in your teaching *in the future*.

Not Likely	Somewhat Likely	Moderately Likely	Very Likely	Better time any tillage or other mechanical weed control tactics to reduce weed success	Not Likely	Somewhat Likely	Moderately Likely	Very Likely	
Not Likely	Somewhat Likely	Moderately Likely	Very Likely		Incorporate cover crops into their rotation to disrupt weed lifecycles and build soil quality	Not Likely	Somewhat Likely	Moderately Likely	Very Likely
Not Likely	Somewhat Likely	Moderately Likely	Very Likely		Minimize disturbance from tillage and pesticide application in late summer to conserve beneficial organisms	Not Likely	Somewhat Likely	Moderately Likely	Very Likely

Benefits

From the specific questions outlined above, you can measure in a systematic way, the initial impact you made on each trainer in regard to how well you have motivated them to incorporate into their program, the major concepts and recommendations you want them to use in the programs they teach.

Analysis

You can use simple steps to summarize the data for either future program planning or to report to stakeholders with impact statements.

Other References

PA EXAMPLE 6 [Measuring the Impact of a Master Gardener Training Program](#)

PA EXAMPLE 24 [Training the Trainers: To What Effect?](#)

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