

**ATOD EDUCATION/ACT 51 MENTOR**  
**ASSESSMENT OF LOCAL TRAINERS TOOL**

Name of Mentor \_\_\_\_\_

Date \_\_\_\_\_

Name of Local Trainer \_\_\_\_\_

Date of co-training \_\_\_\_\_

Location of co-training \_\_\_\_\_

**Purpose:**

This assessment tool is meant to provide information that informs the development of the local trainer to meet the ATOD Education Trainer competencies and the requirements of the Act 51 Education Trainer continuum. The assessment will be used to assist the local trainer in identifying areas to seek out further professional development, and to assist CHL in planning professional development and training tools that aid in this process. Please use the following scale to rate the Local Trainers demonstrated work with you in the co-delivery of an ATOD Education training that fulfills Act 51 requirements. Place a check in the box corresponding to the statement that best reflects your observations. Select NS (Not Sure) for competencies for which you had no opportunity to observe knowledge or skills or about which you did not converse with the trainer.

**Local Trainer...**

1. Early Use	Is beginning to use this competency but not always consistent
2. Routine	Demonstrates established pattern of using this competency
3. Innovation	Seeks to improve upon the established use of this competency

**Competencies**

**Rating**

<b>Planning and Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NS</b>
<i>Knowledge of:</i> State regulations related to Alcohol, Tobacco and other Drugs (ATOD) Key community and school contacts who serve as resources for training delivery (e.g., ADAP Substance Abuse Prevention Consultants, Department of Liquor Control, School Resource Officer, Student Assistance Counselor, Traffic Safety Officer, Health Educator, New Direction Coalition Coordinator, etc.)				
<i>Able to:</i> Manage multiple tasks related to training, be flexible and work collaboratively Recognize areas of training that need the expertise of other resources Adhere to pre-set timeframes and be organized and prepared Use a variety of training methods and approaches Use evaluation data to inform future training design and delivery				

<b>ATOD Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NS</b>
<i>Knowledge of:</i> Act 51 concepts, knowledge and skills, Relationship of ATOD concepts to HIV prevention and risky behaviors Knowledge of resources for substance abuse education				
<i>Able to:</i> Suggest integration strategies for linking ATOD with health and general curriculum Respond to ATOD curriculum questions promptly and knowledgeably State benefits and value of health education, including ATOD Link content to VT Health Education Standards				
<b>Training</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NS</b>
<i>Knowledge of:</i> Adult and child learning theories Group development and processes Teaching/training methods and strategies that involve and motivate participants				
<i>Able to:</i> Create a safe, comfortable and welcoming learning environment Model effective communication including active listening Model a variety of effective adult education teaching/training techniques and strategies including role-playing, brainstorming, visual tools, cooperative learning, and processing of interactive and reflective exercises to address a broad range of learning styles Integrate learners' experiences and skills into professional development content and exercises Pace training for group's developmental needs while keeping to task and timeframe Promote and model appreciation of diversity, tolerance, and cultural sensitivity Practice decision-making, negotiation and conflict resolution when appropriate Provide resources for participants' continued learning and skill development Employ methods of evaluation and implement changes based on feedback and outcomes Use reflection to refine the training				

**Comments: The training section above is composed of multiple criteria. Please feel free to provide additional information if helpful.**

<b>Prevention, Intervention, Treatment and Recovery</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NS</b>
<i>Knowledge of:</i> Comprehensive prevention, intervention, treatment and recovery systems Local, state and national resources Behavior change theories, e.g., motivation interviewing, Concerns-based adoption model, etc. Coordinated School Health Developmental Assets Brain research/chemistry of ATOD				

<i>Able to:</i> Reviews ATOD policy and protocol within a local or district-wide system and provides examples of how to effectively follow policy Links relevant health and education data into professional development offerings Demonstrates an intervention: feeling, fact, feeling				
<b>Personal Attributes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NS</b>
Exhibit self-awareness including one's behavioral impact on others Utilize positive communication skills including appropriate use of humor, assertiveness, effective listening skills and messages that are non-judgemental Exhibit patience and understanding in a variety of situations and seeks respectful conflict resolution Project clear and appropriate attitudes about substance-abuse prevention, intervention, treatment and recovery				

**Do you think this Local Trainer is ready to train independently?**

- Yes**
- No**

**If yes, would it be with or without additional observation?**

- With**
- Without**

**If no, describe your concerns and recommendations:**

**Please use other side of page for additional comments.**

**Return this form to the Center for Health and Learning. Thank you for lending your time and thought to supporting the development of the Local Trainer.**