# Trainer Video Verification Record

## Submitting Video for Trainer Certification

When a candidate for trainer certification submits video clips to demonstrate mastery of skills on one or more certification checklists, the following verification form is used by the candidate to identify where the evidence of each skill appears in the video(s). An evaluator will review all the materials submitted (including video clips and the verification form) to determine if, and which level of, certification has been accomplished.

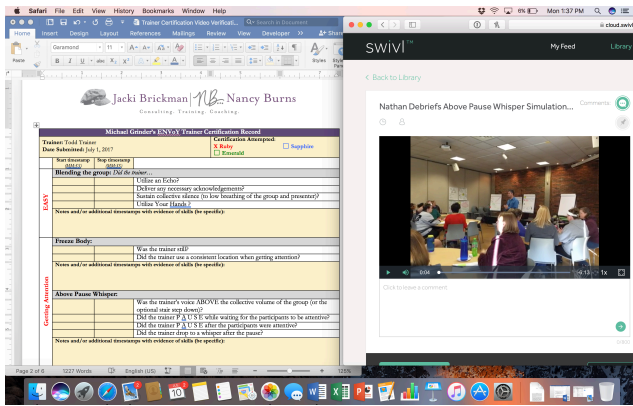All video clips should be submitted with the following conditions met (using Google Drive or Swivl):
- Submit one link to a single folder containing video of the live training delivered by the trainer attempting certification.
- For Ruby level certification: Submit one continuous, unedited video of the trainer teaching one skill.
- For Emerald and Sapphire level certifications: Submit additional video clips that demonstrate the emerald and sapphire certification skills.
- ~~Each video file should be titled with a name that describes the specific skills shown (so the evaluator knows which skills have been identified by the trainer for evaluation in each clip).~~Send 7 full videos Gems and timestamp and hyperlink. Trainer will only look at time stamp and possibility enough surrounding video to gain context, to give feedback, and recognize patterns.
- The verification form should also be in this folder.
- Make sure the folder's sharing permissions is set to be "visible to anyone with the link" so that all files within the folder can be accessed (this step is essential to prevent delaying feedback).

## Tips for Using Verification Form

The following form is organized to mirror the certification checklist used by an evaluator with additional space for the trainer attempting certification to show where in the video(s) each element is demonstrated. This provides an opportunity to self-assess presentation skills and faster response time from the evaluator.

How to use the verification form:
1. Read the whole checklist before beginning. This will give you an idea of what to watch for.
2. Print out the form or fill it in on screen. All areas shaded yellow should be filled in; the other text should not be changed. If you are going to watch the video on the same screen you fill out the checklist, arrange the windows so you can see both at the same time like this:

3. When you see a skill demonstrated on video, fill in the time stamps for that part of the checklist. Provide additional time stamps for a given skill (if applicable) by moving down one line within the box. Example:

| Start timestamp *(MM:SS)* | Stop timestamp *(MM:SS)* | |
|---|---|---|
| **Blending the group:** *Did the trainer…* | | |
| 4:55 | 5:09 | Utilize an Echo? |
| 13:02 | 13:15 | |

4. Continue until you have identified all the items on the checklist or you have finished the video.
5. Add notes to the notes section under each skill if needed.
6. Submit all items using the directions above.

## Reflection

Respond to the following prompts to give the evaluator relevant background information before completing the verification form:

| 1. Is there anything you want the evaluator to be aware of? | |
|---|---|
| 2. Things you are proud of: | |

| 3. What surprises, discoveries, or confirmations did you make while watching? | |
|---|---|
| | |

# CATALYST
*The* **CATALYST** *Approach*

## Trainer Video Verification Record

| The Catalyst Approach ™ Trainer Certification Record | | | |
|---|---|---|---|
| **Trainer:**<br>**Date Submitted:** | | | **Certification Attempted**:<br>☐ **Ruby**      ☐ **Sapphire**<br>☐ **Emerald** |

| | Start timestamp *(MM:SS)* | Stop timestamp *(MM:SS)* | |
|---|---|---|---|
| **EASY** | Blending the group: *Did the trainer…* | | |
| | | | Utilize an Echo? |
| | | | Deliver any necessary acknowledgements? |
| | | | Sustain collective silence (to low breathing of the group and presenter)? |
| | | | Utilize Your Hands? |
| | **Notes for the evaluator (be specific):** | | |

| | | | |
|---|---|---|---|
| **Getting Attention** | Get Noticed:  Freeze Body | | |
| | | | Did the trainer settle their body before attempting to get noticed *(verbally asking for attention, raising hand etc.)*? |
| | | | Did the trainer use a consistent location when getting attention? |
| | **Notes for the evaluator (be specific):** | | |
| | Get Noticed:  Above Pause Whisper | | |
| | | | Was the trainer's voice *(or other above)* enough to get noticed? |
| | | | Did the trainer P A U S E while waiting for the participants to be attentive? |
| | | | Did the trainer P A U S E after the participants were attentive? |
| | | | Did the trainer drop to a whisper after the pause? |
| | **Notes for the evaluator (be specific):** | | |

| | | | Fostering Understanding *Did the trainer:* |
|---|---|---|---|
| **Teaching** | | | Provide the frame (context, phase of the lesson)? |
| | | | Include a combination of left and right brain on the content visual? |
| | | | Maintain use of third person? |
| | | | Model Least recommended? |
| | | | Go visual with the least recommended information using cause/effect? |
| | | | Model recommended? |
| | | | Go visual with the recommended information using cause/effect? |
| | | | Did the trainer use systematic locations for: Content |
| | | | Did the trainer use systematic locations for: Application (Role Plays, Activities) |
| | | | Did the trainer use systematic locations for:  Stories |
| | | | Did the trainer consistently signal the mode? |
| | | | IF a participant was operating in a mode other than the trainer expected, did the trainer: accept, ignore, or non-verbally switch the mode to match their format? |
| | **Notes for the evaluator (be specific):** | | |

| | | | Exit Directions: |
|---|---|---|---|
| **Activities** | | | Were the exit directions visually displayed for the role play/activity? |
| | | | Did the directions include the following information? ☐  All Role Play Parts or Activity Steps ☐  Clarification of tricky parts |
| | | | Did the trainer avoid the use of the word I? |
| | **Notes for the evaluator (be specific):** | | |
| | | | Adult Most Important Twenty Seconds: |
| | | | Did the trainer ask for clarifying questions? |
| | | | Did the trainer answer all participant questions visually by adding to or referring to a visual? |
| | | | Did the trainer verbally or non-verbally indicate for the participants to "begin"? |
| | | | Did the trainer take a small step back and direct their attention to the visual directions? |
| | | | Did the trainer stay still until participants were engaged in the work? |
| | | | Did the trainer walk away slowly? |
| | **Notes for the evaluator (be specific):** | | |

| | | | *Did the trainer consistently implement….* |
|---|---|---|---|
| **Non- Verbal** | | | Visual |
| | | | Transition between points of focus |
| | | | Auditory |
| | | | Voice Patterns of Credibility and Approachability |
| | | | Voice Speed and Volume |
| | | | Systematic with tone |

| | | | Kinesthetic |
|---|---|---|---|
| | | | Decontamination |
| | | | Systematic use of locations<br>❑ Getting Attention<br>❑ Questions<br>❑ New Content<br>❑ Exit Directions<br>❑ Story telling |
| | | | Frozen hand Gesturing |
| | | | Gestures of Relationship |
| | | | High Expectations |
| | | | Kinesthetic Equivalents of Credibility and Approachability |
| | | | **Visual & Kinesthetic: Look Where You Point** |
| | | | Points of Focus   1   2   3   4 |
| | | | Gesturing: Four Quadrants Self (1)   Audience (2)   Visual (3)   Outside (4) |
| | | | **Pause, Breathe, and Join:** |
| | | | Joins (only moves head, lips, hand when talking) |
| | | | **Special Patterns:** |
| | | | Voice Patterns and Breathing |
| | | | Pause and Look Intelligent |
| | | | **Notes for the evaluator (be specific):** |

| | | | | |
|---|---|---|---|---|
| **Questions** | | | | **High Expectations** |
| | | | | Did the trainer remain in high expectations while listening? |
| | | | | **Breathing** |
| | | | | Did the trainer remain (or recover) in low breathing? |
| | | | | **Notes for the evaluator (be specific):** |

| | | | | |
|---|---|---|---|---|
| **Non-verbal Skills** | | | | *Did the trainer consistently implement…* |
| | | | | **Visual** |
| | | | | Peripheral Sight |
| | | | | Points of Focus- systematic use<br>❑ Looks at people when stating positive items<br>❑ Looks at a third point when stating negative items<br>❑ Looks to outside wall when referring to people not present<br>❑ Looks down when separating one location from another |
| | | | | **Kinesthetic** |
| | | | | Gesturing: Assigning Positive Attributes to Audience |
| | | | | **Notes for the evaluator (*include attributes assigned to audience*):** |
| | | | | **Breathing** |
| | | | | Recognizes and responds to participants breathing (BLIP, Indicators of Breathing, & Influencing Another's Breathing) |
| | | | | **Notes for the evaluator (be specific):** |

| | | |
|---|---|---|

## Pause, Breathe, and Join

| | | |
|---|---|---|
| | | When items are positive or neutral |
| | | When transitioning from 2pt. to 3pt. eye and hand coordinated |

**Notes for the evaluator (be specific):**

## Separates

| | | |
|---|---|---|
| | | When transitioning from one concept/theme to another |
| | | When transitioning from negative to positive |

**Notes for the evaluator (be specific):**

| Networking | Did the trainer | | |
|---|---|---|---|
| | | | Did the trainer monitor tables for functionality and join groups in need of support during roleplays and activities? |
| | | | Was the trainer seen communicating with members of different subgroups? |
| | | | Did trainer check in with key decision makers and participants? |
| | **Notes for the evaluator (be specific):** | | |

| Recovery | Recovery | | |
|---|---|---|---|
| | | | Did the trainer monitor and adjust their presentation and switched to a better way?<br><br>Provide Details: |
| | **Notes for the evaluator (be specific):** | | |

| Questions | When a question is more complex or high breathing participant (show all strategies from list) : | | |
|---|---|---|---|
| | | | Go visual with the answer? |
| | | | Remain (or recover) in low breathing? |
| | | | Remember that the Listener Follows the Speaker's Eyes |
| | | | Avoid use of the word I? |
| | | | Separate the Problem from the Solution |
| | | | Use voice patterns Systematically |
| | **Notes for the evaluator (be specific):** | | |
| | **Verbal Strategies** (*at least one strategy from the menu below*): | | |
| | | | Did the trainer use verbal strategies to keep the participant right? |
| | | | ☐ **Flip (Positive/ Future)** |
| | | | ☐ **Cause/Effect** |
| | | | ☐ **Dovetailing with Values** |
| | | | ☐ **Menu of Choices** |
| | | | ☐ **Contextual/Situational** |
| | | | ☐ **Comparative** |
| | | | ☐ **Describe 1ˢᵗ, Label 2ⁿᵈ** |
| | | | ☐ **The Expert** |
| | | | ☐ **Goal Orientation** |
| | | | ☐ **Sanity Confirmation** |
| | | | ☐ **Expand/Transfer** |
| | | | ☐ **Laughing!** |
| | | | ☐ **Prove it** |
| | | | ☐ **Magic Wand** |
| | | | ☐ **Ecology** |

| | | |
|---|---|---|
| | | ☐ **Reality Check** *(optional)* |
| | | ☐ **Piggyback** |
| | | ☐ **By-Products** *(optional)* |
| | | ☐ **Validating positive intentions** |
| | | ☐ **Grace** |
| | | ☐ **First Response** |
| **Notes for the evaluator (be specific):** | | |

### Breathing

| | | |
|---|---|---|
| | | Did the trainer get a shift from the participant to low breathing before wrapping up or read the group in the annoyed stage? |
| **Notes for the evaluator (be specific):** | | |

## Storytelling

### Characters *Did the trainer…*

| | | |
|---|---|---|
| | | Gesture to the character (and narrator) locations when assigning? |
| | | Step into the locations before speaking? |
| | | Settle before speaking? |
| | | Maintain systematic locations for character(s) and narrator? |
| | | Keep "eye contact" with the characters instead of looking at the audience? |
| | | Use voice patterns Systematically |

### Humor

| | | |
|---|---|---|
| | | If humor was used, did the trainer maintain the "rule of 2"? |
| **Notes for the evaluator (be specific):** | | |

## Closure

### Closure

| | | |
|---|---|---|
| | | Did the trainer end with a closure activity for the participants? |
| | | Did the participants share out? |
| | | Did the trainer close the session with one of the components of EASY? |
| **Notes for the evaluator (*include details of recovery*):** | | |

## Gamut Goals

### Did the trainer

| | | |
|---|---|---|
| | | |
| | | |
| | | |
| **Notes for the evaluator (be specific):** | | |