

**KRI****ATA**AQUARIAN
TRAINER
ACADEMY

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KRI LEVEL TWO TRAINER COMPETENCY EVALUATION FORM

Note: This document is for general use in the ATA and is **NOT open for EDITS**. To fill it in with your personal information, you can [DOWNLOAD IT](#) to use in Microsoft Word or [MAKE A COPY](#) to use in your Google Drive.

[Find HERE](#) a short video about this process. For questions, contact the [Regional Academy Administrator](#).

Definition of Competency: An integrated set of skills, abilities, knowledge and behaviors that enables one to perform effectively.

Candidates applying to become a Level Two Trainer should use this form for self-reflection and personal assessment. It provides a framework for you, the candidate and your Practicum Mentors to determine if applying to become a Level Two trainer is desirable (appropriate) at this time.

First Practicum Instructions:

1. Assess each competency in relationship to your current Level One Trainer role (Professional or Lead).
2. Your evaluation of Proficiency should reflect your experiences and skills.
3. Be honest in your self-assessment; recognize both your strengths and areas for enhancement.

If you are filling it out at the end of the Practicum:

You are encouraged to talk with your practicum mentor to gain a deeper perspective into your level of competence before completing this form.

The Practicum Mentor needs to have seen the L2 Trainer Candidate demonstrate proficiency in the competency before checking the boxes

Legal and Spiritual Name:

Date:

Email address:

L2 Practicum Mentor:

My current role in the ATA is:

- ☐ Professional trainer
☐ Lead trainer

Verify:

- ☐ My Practicum Mentor and I have discussed the competencies.
☐ Practicum Mentor and I agreed to review those competencies at the end of each Practicum.

1. Consciousness

1.1 High Level of Self-Awareness

- a) Spiritual connection
- b) Wisdom of experience
- c) Authenticity
- d) Humility
- e) Sunniai

() Proficient for Level Two Trainer () Still Developing Proficiency () Unknown

Notes:

1.2 Personal Practice

- a) Personal Sadhana
- b) Living the 5 Aquarian Sutras

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Notes:

1.3 Commitment to continuous learning and self-development

- a) Continuing commitment on personal transformation and integration

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Notes:

2. Community

2.1 Ability to build Relationship/Partnering

- a) Seek opportunities to collaborate with others; Set common goals.
- b) Maintain professional boundaries while always exhibiting compassion and courtesy.
- c) Set an example and inspire collaboration within the team.
- d) Promote and establish partnerships across the teaching team; Set clear expectations to ensure success.
- e) Collaborates with other local trainings
- f) Address conflicts as they arise.
- g) Use feedback and questioning skills to better understand trainers and students.

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Notes:

3. Teaching Skills

3.1 Ability to apply Adult learning theory and multisensory learning

- a) Creatively deliver training topics (meaning that the trainer doesn't just sit and talk, or rely on the book, but uses stories, presentations, small group discussions and other means to keep students engaged and absorbing the material)
- b) Able to make the material practical to the students' lives; utilize the imagination of the students
- c) To be able to bring in information and experiences from the broader world and effectively integrate this into the core material
- d) Accommodates learning disabilities and challenges. E.g.: hearing and visual imparities.

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Notes:

3.2 Excellent Group Facilitation Skills

- a) Contain questions without necessarily having to answer them
- b) Facilitates contained discussion with participants – without trainer acting in the role of expert or center of discussion
- c) Facilitate full participation of students – give them many opportunities inside and outside the classroom to practice and observe the new skills they are learning
- d) Excellent at small group facilitation
- e) Can be open, undefended and vulnerable
- f) Transparent in leadership role

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Notes:

3.3 Excellent Communication Skills

- a) Share personal experiences to facilitate student process and as teaching points
- b) Communication skills to uplift students and acknowledge and inspire them as teachers, including deep listening and impeccable confidentiality.

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Notes:

3.4 Problem-Solving Skills

- a) Recognize that a problem exists and take timely, appropriate action.
- b) Provide flexible, alternative or optional solutions; Evaluate solution for best fit.
- c) Inspire others on the team to contribute to the problem-solving process.
- d) Respect and support decisions that are made and move on.

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Notes:

3.5 Excellent coaching/ Mentoring Skills

- a) Including a capacity to inspire mission and magnitude in the students
- b) Able to identify, facilitate and process the student's transformations
- c) Emotional Maturity to facilitate deep personal work of the students
- d) Get to the point, and let the students experience their own process
- e) Be flexible in the frequency and degree of contact with each student, so that you are tuning into each one individually

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Notes:

4. Administration

4.1 Course Management

- a) Create an excellent course plan and manage it to stay on time, while still being very flexible if in service to the students' process.
- b) Able to identify the core piece(s) to be delivered and make sure that happens, while still being able to change plans on the spot
- c) Sensitive to where the group is going and what they need
- d) Able to simplify/streamline material into a coherent 6-day schedule
- e) Teamwork and smooth, excellent collaboration with any other trainers on the team
- f) Able to hold space consistently and steadily for 6 days

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Notes:

4.2 Understands and complies with KRI's policies & procedures

- a) Understands KRI requirements, policies, and procedures
 - b) Ensures that KRI requirements, policies, and procedures are met and followed.

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Notes:

5. Content

- a) Understands the content for the Level two module
 - b) Conveys effectively the key concepts to students
 - c) Integrates the key concepts in their own life.

() Proficient for Level Two Trainer () Still Developing Proficiency () Unknown

Notes:

6. Additional Competencies Expected* (optional)

This section is to provide information on additional competencies that are identified when mentor and mentee discuss before/during/after Practicum