|  |  |
| --- | --- |
|  | **Trainer Observation Rubric** |

|  |  |
| --- | --- |
| Trainer Name: | STARS ID: |
| Training Date: | Training Title: |
| Format: | Observer: |

## Standard I: Anti-Biased and Anti-Racist Approach

*State-approved trainers will receive a self-reflection worksheet for the Awareness of Self competency from the Professional Development Team at DCYF. Trainers will have two weeks to respond to the* ***Take Action*** *questions. They can submit a written or video reflection; an interview alternative can also be arranged.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2. Practices that Advance Racial Equity and Social Justice** | | | | | | | | | | | |
|  | | | | | |  | | **Notes** | | | |
| Foundational Practices | a | Uses intentional, people-first language that demonstrates acceptance of races, ethnicities, genders, sexual orientations, identities and cultures. | | | | Frequently  Occasionally  Rarely | |  | | | |
| b | Carefully observes and listens to training participants (NAEYC, 2020). | | | | Frequently  Occasionally  Rarely | |  | | | |
| d | When a trainer commits a biased action, they are ready to be held accountable (NAEYC, 2020). | | | | Yes  No | |  | | | |
| e | Does not become defensive when biased comment/action is brought to attention, especially if they are a member of a privileged group (NAEYC, 2020). | | | | Yes  No  NA | |  | | | |
| f | Acknowledges the tension that may exist in the training space. | | | | Yes  No  NA | |  | | | |
| Content and Facilitation | a | Uses materials that demonstrate inclusion and responsiveness to people of all races, ethnicities, genders, sexual orientations, cultures, families, languages and abilities. | | | | Frequently  Occasionally  Rarely | |  | | | |
| b | Appropriately incorporates cultural traditions, history, funds of knowledge and language/s to promote multi-culturalism. | | | | Yes  No | |  | | | |
| c | Connects with training participants prior to the training to identify supports for accessibility barriers, such as language(s), hearing and visually impairments. | | | | Yes  No | |  | | | |
| d | Leads trainings with a racial equity mindset to bring out the participants’ expertise. | | | | Yes  No | |  | | | |
| e | Provides open and supportive opportunities to process and reflect during emotionally charged moments of a training. | | | | Yes  No | |  | | | |
| Take Action | a | Shares constructive feedback and discusses alternative approaches when observing potentially biased actions by others (NAEYC, 2020). | | | | Frequently  Occasionally  Rarely  NA | |  | | | |
| e | Actively addresses micro-aggressions, racism, sexism or statements or behavior that may harm learners. | | | | Frequently  Occasionally  Rarely  NA | |  | | | |
| f | Helps participants to see how behaviors, beliefs, and ways of being perpetuate systemic oppression (Aguilar, 2020). | | | | Frequently  Occasionally  Rarely | |  | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | |
|  | | | Frequently  Yes (3) | Occasionally (2) | Rarely (1) | | No (0) | | NA | Earned | Points Possible |
| Foundational | | |  |  |  | |  | |  |  |  |
| Content & Facilitation | | |  |  |  | |  | |  |  |  |
| Take Action | | |  |  |  | |  | |  |  |  |
|  | | |  |  |  | |  | |  | Total |  |

**Standard II: Learning Environment**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Relational Learning Environment** | | | | | | | | | | | | |
|  | | | | |  | | | **Notes** | | | | |
| Emerging  ing Practice | a | Demonstrates compassion, understanding, respect and empathy for the learner by listening and acknowledging their contribution. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| b | Provides an opportunity for participants to share their perspectives. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| c | Provides welcoming and respectful interactions. | | | Yes  No | | |  | | | | |
| d | Creates group norms about maintaining confidentiality around sensitive discussions at the beginning of a training, if applicable. | | | Yes  No | | |  | | | | |
| Establishing | a | Provides individualized support for learners who take longer to understand the concepts. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| b | Notices and responds to verbal and non-verbal cues. *(Non-verbal cues may not be observable for all participants in a live virtual training).* | | | Frequently  Occasionally  Rarely | | |  | | | | |
| c | Expresses confidence in learners’ ability to master the content. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| d | Encourages respectful dialogue by suspending judgement and being open to alternative viewpoints. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| e | Responds to conflict as it develops. | | | Yes  No  NA | | |  | | | | |
| Deepening | a | Uses strategies to manage energy levels to helps participants focus on learning. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| b | Provides feedback to participants’ that encourages them to be inquisitive and keep an open mind when examining the perspectives of others. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| c | Recognizes emotional responses to training content and helps groups and individuals identify constructive ways to process. | | | Yes  No  NA | | |  | | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | | |
|  | | | Frequently  Yes (3) | Occasionally (2) | Rarely (1) | | No (0) | NA | Earned | Weight | Earned Points | Points Possible |
| Emerging | | |  |  |  | |  |  |  | 1 |  |  |
| Establishing | | |  |  |  | |  |  |  | 2 |  |  |
| Deepening | | |  |  |  | |  |  |  | 3 |  |  |
|  | | | | | | | | | | **Total** |  |  |
|  | | | | | | | | | | | | |
| **2. Physical Learning Environment** | | | | | | | | | | | | **NA** |
|  | | | | |  | | | **Notes** | | | | |
| Emerging | a | Prepares learners for what to expect about the space prior to the training. | | | Yes  No | | |  | | | | |
| b | Prepares the learning environment for adult learners. | | | Yes  No | | |  | | | | |
| Establishing | a | Sets up the space to best support and engage learners to fully participate. | | | Yes  No | | |  | | | | |
| b | Identifies and addresses aspects of the environment or materials that may create barriers or limit participation. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| Deepening | a | Adapts space usage, as needed. | | | Yes  No  NA | | |  | | | | |
| b | Provides additional comforts in the training environment, when possible. | | | Yes  No | | |  | | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | | |
|  | | | Frequently  Yes (3) | Occasionally (2) | Rarely (1) | | No (0) | NA | Earned | Weight | Earned Points | Points Possible |
| Emerging | | |  |  |  | |  |  |  | 1 |  |  |
| Establishing | | |  |  |  | |  |  |  | 2 |  |  |
| Deepening | | |  |  |  | |  |  |  | 3 |  |  |
|  | | | | | | | | | | **Total** |  |  |
|  | | | | | | | | | | | | |
| **2. Virtual Learning Environment** | | | | | | | | | | | | **NA** |
|  | | | | |  | | | **Notes** | | | | |
| Emerging | a | Appears to understand how to use the capabilities of the virtual platform prior to the training. | | | Yes  No | | |  | | | | |
| b | Provides technical assistance and/or other resources to learners prior to the training start time that will help them log-in and use the training platform. | | | Yes  No | | |  | | | | |
| c | Offers to provide guidance for learners who have difficulties with the platform during the session. | | | Yes  No | | |  | | | | |
| d | Ensures all media and technology is available and functioning for learning event, and uses a back-up plan if technology fails. | | | Yes  No | | |  | | | | |
| Establishing | a | Establishes, models and enforces ground rules for using platform functions (ex. raise hand, muting, chat box use). | | | Yes  No | | |  | | | | |
| b | Demonstrates effective time management strategies. | | | Yes  No | | |  | | | | |
| c | Creates transparency about use of chat data and recording of the session. | | | Yes  No | | |  | | | | |
| d | Establishes relationship through timely responses (ex. respond to chats or emoji reactions). | | | Yes  No | | |  | | | | |
| e | Encourages communication as well as quality feedback. | | | Yes  No | | |  | | | | |
| Deepening | a | Uses different types of learning tools to encourage interactions and motivate learners. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | | |
|  | | | Frequently  Yes (3) | Occasionally (2) | | Rarely (1) | No (0) | NA | Earned | Weight | Earned Points | Points Possible |
| Emerging | | |  |  | |  |  |  |  | 1 |  |  |
| Establishing | | |  |  | |  |  |  |  | 2 |  |  |
| Deepening | | |  |  | |  |  |  |  | 3 |  |  |
|  | | | | | | | | | | **Total** |  |  |

**Standard III: Preparing and Developing**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Engaging All Participants** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | **Notes** | | | | | | | |
| Emerging | | a | | Applies principles of [universal design for learning](https://udlguidelines.cast.org/) so that all can access and participate in the learning event. | | | | | Frequently  Occasionally  Rarely | | | |  | | | | | | | |
| b | | Adjusts training timing, flow and activities, as needed, to include all participants. | | | | | Frequently  Occasionally  Rarely | | | |  | | | | | | | |
| c | | Uses clear, direct spoken and written language that is simple and respectful. | | | | | Frequently  Occasionally  Rarely | | | |  | | | | | | | |
| Establishing | | a | | Offers learners multiple types of activities to engage, reflect, practice and demonstrate their knowledge. | | | | | Frequently  Occasionally  Rarely | | | |  | | | | | | | |
| b | | Provides frequent, timely and specific feedback to learners. | | | | | Frequently  Occasionally  Rarely | | | |  | | | | | | | |
| Deepening | | a | | Provides scaffoldings and gradually scales back when learners show growing understanding and skills. | | | | | Frequently  Occasionally  Rarely | | | |  | | | | | | | |
| c | | Uses different participant groupings to promote teamwork and support individual and group participation. | | | | | Yes  No | | | |  | | | | | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | Frequently  Yes (3) | | Occasionally (2) | Rarely (1) | | No (0) | | NA | | | Earned | | Weight | | Earned Points | Points Possible |
| Emerging | | | | |  | |  |  | |  | |  | | |  | | 1 | |  |  |
| Establishing | | | | |  | |  |  | |  | |  | | |  | | 2 | |  |  |
| Deepening | | | | |  | |  |  | |  | |  | | |  | | 3 | |  |  |
|  | | | | | | | | | | | | | | | | | **Total** | |  |  |
|  | | | | | | | | | | | | | | | | | | | | |
| **2. Learning Content** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | **Notes** | | | | | | | |
| Emerging | | a | | Appears knowledgeable in the content areas and related core competencies. | | | | | Yes  No | | | |  | | | | | | | |
| b | | Connects the description and learning objectives with the core competency areas for your audiences. | | | | | Yes  No | | | |  | | | | | | | |
| c | | Presents materials that are grounded in research-informed practices. | | | | | Yes  No | | | |  | | | | | | | |
| d | | Begins training by identifying learning objectives. | | | | | Yes  No | | | |  | | | | | | | |
| Establishing | | a | | Makes a clear link between the activities and the learning objectives. | | | | | Yes  No | | | |  | | | | | | | |
| b | | Includes activities that allow learners to apply concepts to their workplace or real-life settings. | | | | | Yes  No | | | |  | | | | | | | |
| c | | Creates transitions between topics and activities that maintain a logical flow throughout the session. | | | | | Yes  No | | | |  | | | | | | | |
| d | | Avoid plagiarism by recognizing contributions to training content development. | | | | | Yes  No | | | |  | | | | | | | |
| Deepening | | a | | Helps participants identify opportunities and barriers to implementation and how to overcome them. | | | | | Yes  No | | | |  | | | | | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | Frequently  Yes (3) | | Occasionally (2) | Rarely (1) | | No (0) | | NA | | | Earned | | Weight | | Earned Points | Points Possible |
| Emerging | | | | |  | |  |  | |  | |  | | |  | | 1 | |  |  |
| Establishing | | | | |  | |  |  | |  | |  | | |  | | 2 | |  |  |
| Deepening | | | | |  | |  |  | |  | |  | | |  | | 3 | |  |  |
|  | | | | | | | | | | | | | | | | | **Total** | |  |  |
|  | | | | | | | | | | | | | | | | | | | | |
| **3. Virtual Design (online synchronous and asynchronous training)** | | | | | | | | | | | | | | | | | | | | **NA** |
|  | | | | | | | |  | | | **Notes** | | | | | | | | | |
| Emerging | a | | Uses relevant visuals to support training content. | | | | | Frequently  Occasionally  Rarely | | |  | | | | | | | | | |
| b | | Provide simple and consistent instructions on how to navigate the platform. | | | | | Yes  No | | |  | | | | | | | | | |
| c | | Presents content in multiple ways (e.g. video, text). | | | | | Frequently  Occasionally  Rarely | | |  | | | | | | | | | |
| Establishing | b | | Provides access to materials at appropriate moments, such as before, during and/or after a training. | | | | | Yes  No | | |  | | | | | | | | | |
| Deepening | a | | Creates intentional, structured opportunities for participants to connect with one another. | | | | | Yes  No | | |  | | | | | | | | | |
| b | | [Creates accessible documents](https://www.washington.edu/accessibility/documents/) in MS Word, Rich Text and PDF. | | | | | Yes  No  NA | | |  | | | | | | | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | Frequently  Yes (3) | Occasionally (2) | Rarely (1) | | No (0) | | NA | | Earned | | Weight | | Earned Points | | Points Possible |
| Emerging | | | | | |  |  |  | |  | |  | |  | | 1 | |  | |  |
| Establishing | | | | | |  |  |  | |  | |  | |  | | 2 | |  | |  |
| Deepening | | | | | |  |  |  | |  | |  | |  | | 3 | |  | |  |
|  | | | | | | | | | | | | | | | | **Total** | |  | |  |

**Standard IV:** **Facilitation**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Supporting Adult Learners** | | | | | | | | | | | | | | | |
|  | | | | |  | | | **Notes** | | | | | | | |
| Emerging | b | Begin the training by activating prior knowledge. | | | Yes  No | | |  | | | | | | | |
| c | Uses language that builds a growth-mindset and encourages learning. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| Establishing | a | Offers additional support to learners who may have a more difficult time understanding new concepts. | | | Yes  No  NA | | |  | | | | | | | |
| b | Creates opportunities to identify how the content is relevant and will bring beneficial changes to their work. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| Deepening | a | Uses strategies to develop learners’ self-assessment and reflection skills. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| c | Adjust the content and facilitation based on information about participants’ learning preferences and readiness of change. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | | | | | |
|  | | | Frequently  Yes (3) | Occasionally (2) | | Rarely  (1) | No (0) | | | NA | | Earned | Weight | Earned Points | Points Possible |
| Emerging | | |  |  | |  |  | | |  | |  | 1 |  |  |
| Establishing | | |  |  | |  |  | | |  | |  | 2 |  |  |
| Deepening | | |  |  | |  |  | | |  | |  | 3 |  |  |
|  | | | | | | | | | | | | | **Total** |  |  |
|  | | | | | | | | | | | | | | | |
| **2. Facilitation Strategies** | | | | | | | | | | | | | | | |
|  | | | | |  | | | **Notes** | | | | | | | |
| Emerging | a | Uses storytelling to share experiences that support learning objectives. | | | Yes  No | | |  | | | | | | | |
| b | Repeats comments or questions (when appropriate) to ensure that all participants hear and understand. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| c | Acknowledges participants’ comments and ideas. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| d | Gives participants verbal and non-verbal ways to interact with the content. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| e | Explains activity instructions and connects the goal to the learning objectives. | | | Frequently  Occasionally  Rarely  NA | | |  | | | | | | | |
| Establishing | a | Helps participants identify their strengths and opportunities for growth. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| b | Manages discussions so all can share perspectives, refocuses the group on aspects that were not addressed, and summarizes the key points. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| c | Models not having answers to every question so learners can build an appreciation of the learning process. | | | Yes  No  NA | | |  | | | | | | | |
| d | Uses open-ended questions to stimulate discussions. | | | Yes  No | | |  | | | | | | | |
| Deepening | a | Listens for emerging themes and extends participant’s thinking by connecting comments to a broader context. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| b | Helps participants identify barriers to implementation and what they will need to overcome them. | | | Frequently  Occasionally  Rarely | | |  | | | | | | | |
| c | Addresses factors that may create resistance, disruptive behavior, or conflict within training groups. | | | Yes  No  NA | | |  | | | | | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | | | | | |
|  | | | Frequently  Yes (3) | Occasionally (2) | | Rarely (1) | | No (0) | NA | | Earned | | Weight | Earned Total | Points Possible |
| Emerging | | |  |  | |  | |  |  | |  | | 1 |  |  |
| Establishing | | |  |  | |  | |  |  | |  | | 2 |  |  |
| Deepening | | |  |  | |  | |  |  | |  | | 3 |  |  |
|  | | | | | | | | | | | | | **Total** |  |  |

**Standard V: Evaluation and Assessment**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Evaluating Learning During the Training (Formative Assessment)** | | | | | | | | | | | | | |
|  | | | | | |  | | | **Notes** | | | | |
| Emerging | a | Begin the training by identifying the skills and knowledge that learners have about the training topics. | | | | Yes  No | | |  | | | | |
| b | Engages the learner in identifying their goals for the training. | | | | Yes  No | | |  | | | | |
| Establishing | a | Provides differentiated feedback for learners who are successfully learning and those who are struggling. | | | | Yes  No | | |  | | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | | | |
|  | | | Frequently  Yes (3) | Occasionally (2) | Rarely (1) | | No (0) | NA | | Earned | Weight | Earned Total | Points Possible |
| Emerging | | |  |  |  | |  |  | |  | 1 |  |  |
| Establishing | | |  |  |  | |  |  | |  | 2 |  |  |
| Deepening | | |  |  |  | |  |  | |  | 3 |  |  |
|  | | | | | | | | | | | **Total** |  |  |
|  | | | | | | | | | | | | | |
| **2. Evaluating Achievement of Learning Objectives (Summative Assessment)** | | | | | | | | | | | | | |
|  | | | | | | **Always** | | | **Notes** | | | | |
| Emerging | a | Measures achievement of learning objectives through activities. | | | | Yes  No | | |  | | | | |
| Establishing | a | Creates assessments that allow learners to reflect on the learning and make connections to real-life. | | | | Yes  No | | |  | | | | |
| Deepening | a | Creates several options for learners to demonstrate what they know. | | | | Yes  No | | |  | | | | |
| b | Uses benchmarks or metrics to determine if the learner has met the learning objectives. | | | | Yes  No | | |  | | | | |
| ***DCYF OFFICIAL USE ONLY*** | | | | | | | | | | | | | |
|  | | | Frequently  Yes (3) | Occasionally (2) | Rarely  (1) | | No  (0) | NA | | Earned | Weight | Earned Total | Points Possible |
| Emerging | | |  |  |  | |  |  | |  | 1 |  |  |
| Establishing | | |  |  |  | |  |  | |  | 2 |  |  |
| Deepening | | |  |  |  | |  |  | |  | 3 |  |  |
|  | | | | | | | | | | | **Total** |  |  |

**Recommendations for the Trainer**

*Please use this section to provide general feedback and guidance for the trainer based on the observation. The trainer will use this information to inform future professional development decisions and improvement to the training session.*

**DCYF OFFICIAL USE ONLY: Trainer Observation Score**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Earned** | **Possible** | **Percentage** | **# of No/Rarely** | **Observation Approval Recommendation** |
| **Standard I** |  |  |  |  | Successful Observation   * No standards with 4 indicators No/Rarely * Received at least 80% of total points   Candidate for Provisional Approval   * One standard with 4 indicators No/Rarely * Received at least 70% of total points   Observation did not meet criteria |
| **Standard II** |  |  |  |  |
| **Standard III** |  |  |  |  |
| **Standard IV** |  |  |  |  |
| **Standards V** |  |  |  |  |
| **Total** |  |  |  |  |