|  |  |
| --- | --- |
|  | **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.*

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| **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** |
| Emerginging 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** |  |  |  |  |