|  |  |
| --- | --- |
|  | **Trainer Observation Rubric (Self-Paced)** |

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

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | |  | | | |
| 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  Na | |  | | | |
| 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 | b | Provides an opportunity for participants to share their perspectives. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| c | Provides welcoming and respectful interactions. | | | Yes  No | | |  | | | | |
| Establishing | c | Expresses confidence in learners’ ability to master the content. | | | Frequently  Occasionally  Rarely | | |  | | | | |
| Deepening | 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 that training content may lead to emotional responses; helps 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 | 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. 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 | |  | | | | |
| c | Creates transparency about use of chat data, activity responses and recording of the session. | | | | | Yes  No | |  | | | | |
| d | Establishes relationship through timely responses (ex. respond to chats or emoji reactions). | | | | | Yes  No | |  | | | | |
| Deepening | a | Uses different types of learning tools to encourage interaction with the content 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 | | | | | |  | | | | | | | | |
| 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 timely and specific feedback to 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** | |  | |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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 | | Provides 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 | 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 | | | | |  | | | | | |
| ***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 | | | | |  | | | | | |
| 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. | | | | Yes  No  NA | | | | |  | | | | | |
| d | Uses open-ended questions to encourage deeper reflection. | | | | Yes  No | | | | |  | | | | | |
| Deepening | b | Helps participants identify barriers to implementation and what they will need to overcome them. | | | | Frequently  Occasionally  Rarely | | | | |  | | | | | |
| ***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 | | |  | | | | |
| ***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** |  |  |  |  |