



# 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.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely
	b	Carefully observes and listens to training participants (NAEYC, 2020).	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely
	d	When a trainer commits a biased action, they are ready to be held accountable (NAEYC, 2020).	<input type="checkbox"/> Yes <input type="checkbox"/> 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).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
	f	Acknowledges the tension that may exist in the training space.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely
	b	Appropriately incorporates cultural traditions, history, funds of knowledge and language/s to promote multi-culturalism.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	c	Connects with training participants prior to the training to identify supports for accessibility barriers, such as language(s), hearing and visually impairments.	<input type="checkbox"/> Yes <input type="checkbox"/> No

	d	Leads trainings with a racial equity mindset to bring out the participants' expertise.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	e	Provides open and supportive opportunities to process and reflect during emotionally charged moments of a training.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Take Action	a	Shares constructive feedback and discusses alternative approaches when observing potentially biased actions by others (NAEYC, 2020).	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely <input type="checkbox"/> NA	
	e	Actively addresses micro-aggressions, racism, sexism or statements or behavior that may harm learners.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely <input type="checkbox"/> NA	
	f	Helps participants to see how behaviors, beliefs, and ways of being perpetuate systemic oppression (Aguilar, 2020).	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> 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	a	Demonstrates compassion, understanding, respect and empathy for the learner by listening and acknowledging their contribution.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	b	Provides an opportunity for participants to share their perspectives.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	c	Provides welcoming and respectful interactions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	d	Creates group norms about maintaining confidentiality around sensitive discussions at the beginning of a training, if applicable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Establishing	a	Provides individualized support for learners who take longer to understand the concepts.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	b	Notices and responds to verbal and non-verbal cues. <i>(Non-verbal cues may not be observable for all participants in a live virtual training).</i>	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	c	Expresses confidence in learners' ability to master the content.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	d	Encourages respectful dialogue by suspending judgement and being open to alternative viewpoints.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	e	Responds to conflict as it develops.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
Deepening	a	Uses strategies to manage energy levels to help participants focus on learning.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	b	Provides feedback to participants that encourages them to be inquisitive and keep an open mind when examining the perspectives of others.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	c	Recognizes emotional responses to training content and helps groups and individuals identify constructive ways to process.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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		
							<b>Total</b>		

2. Physical Learning Environment									NA	
			Notes							
Emerging	a	Prepares learners for what to expect about the space prior to the training.	<input type="checkbox"/> Yes <input type="checkbox"/> No							
	b	Prepares the learning environment for adult learners.	<input type="checkbox"/> Yes <input type="checkbox"/> No							
Establishing	a	Sets up the space to best support and engage learners to fully participate.	<input type="checkbox"/> Yes <input type="checkbox"/> No							
	b	Identifies and addresses aspects of the environment or materials that may create barriers or limit participation.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely							
Deepening	a	Adapts space usage, as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA							
	b	Provides additional comforts in the training environment, when possible.	<input type="checkbox"/> Yes <input type="checkbox"/> No							
<b>DCYF OFFICIAL USE ONLY</b>										
		Frequently Yes (3)	Occasionally (2)	Rarely (1)	No (0)	NA	Earned	Weight	Earned Points	Points Possible
Emerging								1		
Establishing								2		
Deepening								3		
								<b>Total</b>		

2. Virtual Learning Environment									<input type="checkbox"/> NA
			Notes						
Emerging	a	Appears to understand how to use the capabilities of the virtual platform prior to the training.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No						
	c	Offers to provide guidance for learners who have difficulties with the platform during the session.	<input type="checkbox"/> Yes <input type="checkbox"/> No						
	d	Ensures all media and technology is available and functioning for learning event, and uses a back-up plan if technology fails.	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Establishing	a	Establishes, models and enforces ground rules for	<input type="checkbox"/> Yes <input type="checkbox"/> No						

		using platform functions (ex. raise hand, muting, chat box use).		
	b	Demonstrates effective time management strategies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	c	Creates transparency about use of chat data and recording of the session.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	d	Establishes relationship through timely responses (ex. respond to chats or emoji reactions).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	e	Encourages communication as well as quality feedback.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Deepening	a	Uses different types of learning tools to encourage interactions and motivate learners.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	

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	Frequently Yes (3)	Occasionally (2)	Rarely (1)	No (0)	NA	Earned	Weight	Earned Points	Points Possible
Emerging							1		
Establishing							2		
Deepening							3		
							<b>Total</b>		

## Standard III: Preparing and Developing

1. Engaging All Participants				Notes
Emerging	a	Applies principles of <u>universal design for learning</u> so that all can access and participate in the learning event.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	b	Adjusts training timing, flow and activities, as needed, to include all participants.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	c	Uses clear, direct spoken and written language that is simple and respectful.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
Establishing	a	Offers learners multiple types of activities to engage, reflect, practice and demonstrate their knowledge.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	b	Provides frequent, timely and specific feedback to learners.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally	

			<input type="checkbox"/> Rarely	
Deepening	a	Provides scaffoldings and gradually scales back when learners show growing understanding and skills.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	c	Uses different participant groupings to promote teamwork and support individual and group participation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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	Frequently Yes (3)	Occasionally (2)	Rarely (1)	No (0)	NA	Earned	Weight	Earned Points	Points Possible
Emerging							1		
Establishing							2		
Deepening							3		
							<b>Total</b>		

**2. Learning Content**

				Notes
Emerging	a	Appears knowledgeable in the content areas and related core competencies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	b	Connects the description and learning objectives with the core competency areas for your audiences.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	c	Presents materials that are grounded in research-informed practices.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	d	Begins training by identifying learning objectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Establishing	a	Makes a clear link between the activities and the learning objectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	b	Includes activities that allow learners to apply concepts to their workplace or real-life settings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	c	Creates transitions between topics and activities that maintain a logical flow throughout the session.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	d	Avoid plagiarism by recognizing contributions to training content development.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Deepening	a	Helps participants identify opportunities and barriers to implementation and how to overcome them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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	Frequently Yes (3)	Occasionally (2)	Rarely (1)	No (0)	NA	Earned	Weight	Earned Points	Points Possible	
Emerging							1			
Establishing							2			
Deepening							3			
								<b>Total</b>		

**3. Virtual Design (online synchronous and asynchronous training)**

NA

			Notes	
Emerging	a	Uses relevant visuals to support training content.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
	b	Provide simple and consistent instructions on how to navigate the platform.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	c	Presents content in multiple ways (e.g. video, text).	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
Establishing	b	Provides access to materials at appropriate moments, such as before, during and/or after a training.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Deepening	a	Creates intentional, structured opportunities for participants to connect with one another.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	b	<u>Creates accessible documents</u> in MS Word, Rich Text and PDF.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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		
							<b>Total</b>		

## Standard IV: Facilitation

1. Supporting Adult Learners						Notes			
Emerging	b	Begin the training by activating prior knowledge.	<input type="checkbox"/> Yes <input type="checkbox"/> No						
	c	Uses language that builds a growth-mindset and encourages learning.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely						
Establishing	a	Offers additional support to learners who may have a more difficult time understanding new concepts.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA						
	b	Creates opportunities to identify how the content is relevant and will bring beneficial changes to their work.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely						
Deepening	a	Uses strategies to develop learners' self-assessment and reflection skills.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely						
	c	Adjust the content and facilitation based on information about participants' learning preferences and readiness of change.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> 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		
<b>2. Facilitation Strategies</b>					
			<b>Notes</b>		
Emerging	a	Uses storytelling to share experiences that support learning objectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	b	Repeats comments or questions (when appropriate) to ensure that all participants hear and understand.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely		
	c	Acknowledges participants' comments and ideas.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely		
	d	Gives participants verbal and non-verbal ways to interact with the content.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely		
	e	Explains activity instructions and connects the goal to the learning objectives.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely <input type="checkbox"/> NA		
Establishing	a	Helps participants identify their strengths and opportunities for growth.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely		
	b	Manages discussions so all can share perspectives, refocuses the group on aspects that were not addressed, and summarizes the key points.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely		
	c	Models not having answers to every question so learners can build an appreciation of the learning process.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		
	d	Uses open-ended questions to stimulate discussions.	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Deepening	a	Listens for emerging themes and extends participant's thinking by connecting comments to a broader context.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely		

	b	Helps participants identify barriers to implementation and what they will need to overcome them.	<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely							
	c	Addresses factors that may create resistance, disruptive behavior, or conflict within training groups.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA							
<b>DCYF OFFICIAL USE ONLY</b>										
		Frequently Yes (3)	Occasionally (2)	Rarely (1)	No (0)	NA	Earned	Weight	Earned Total	Points Possible
	Emerging							1		
	Establishing							2		
	Deepening							3		
								<b>Total</b>		

## Standard V: Evaluation and Assessment

1. Evaluating Learning During the Training (Formative Assessment)										
										<b>Notes</b>
Emerging	a	Begin the training by identifying the skills and knowledge that learners have about the training topics.	<input type="checkbox"/> Yes <input type="checkbox"/> No							
	b	Engages the learner in identifying their goals for the training.	<input type="checkbox"/> Yes <input type="checkbox"/> No							
Establishing	a	Provides differentiated feedback for learners who are successfully learning and those who are struggling.	<input type="checkbox"/> Yes <input type="checkbox"/> No							
<b>DCYF OFFICIAL USE ONLY</b>										
		Frequently Yes (3)	Occasionally (2)	Rarely (1)	No (0)	NA	Earned	Weight	Earned Total	Points Possible
	Emerging							1		
	Establishing							2		
	Deepening							3		
								<b>Total</b>		
2. Evaluating Achievement of Learning Objectives (Summative Assessment)										
										<b>Notes</b>
Emerging	a	Measures achievement of learning objectives through activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No							
	a	Creates assessments that allow learners to reflect on the learning and make connections to real-life.	<input type="checkbox"/> Yes <input type="checkbox"/> No							

Deepening	a	Creates several options for learners to demonstrate what they know.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	b	Uses benchmarks or metrics to determine if the learner has met the learning objectives.	<input type="checkbox"/> Yes <input type="checkbox"/> 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		
							<b>Total</b>		

**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					<input type="checkbox"/> Successful Observation - No standards with 4 indicators No/Rarely - Received at least 80% of total points <input type="checkbox"/> Candidate for Provisional Approval - One standard with 4 indicators No/Rarely - Received at least 70% of total points <input type="checkbox"/> Observation did not meet criteria
Standard II					
Standard III					
Standard IV					
Standards V					
<b>Total</b>					

