

Training Observation Rubric

Course Design					
Component	Needs Strengthening (1)	Developing Skill (2)	Highly Skilled (3)	Trainer Self-assessment: Level of Performance or N/A	Observer: Trainer Level of Performance or N/A
Clarity of Learning Objectives - Demonstrated ability to communicate clear, measurable learning objectives	<i>The course objectives are either not stated or reflect course activities or topics rather than specific measureable learning outcomes.</i>	<i>The course objectives are included in the course materials, but are unclear, not presented by the trainer out the outset and are not reflective of the content of the course material.</i>	<i>The learning objectives are clear, reflective of the course content, explained by the trainer at the outset, and included in the course materials.</i>		
Content Alignment - alignment of course content with course objectives	<i>Course PowerPoint, handouts, and activities largely do not align with course objectives (<85%)</i>	<i>Course PowerPoint, handouts, and activities largely align with course objectives (85%)</i>	<i>Course PowerPoint, handouts, and activities fully align with course objectives.</i>		
Accessible Design - the extent to which the course design and materials meet the needs of all learners	<i>Font used in training materials is < size 12 and is difficult to read. Visual aids are not accessible to those with color blindness or other visual impairments. Materials are not compatible with screenreaders or other assistive technology. Handouts contain scanned copies that are not searchable. Closed captioning, transcripts or linguistically appropriate accommodation is not available.</i>	<i>Font and visual aids utilize clear font and high contract colors. Some but not all materials are compatible with screenreaders or other assistive technology. The majority of handouts are searchable. Closed captioning, transcripts and linguistically appropriate accommodation are available on request for the live lecture and all video clips.</i>	<i>All course materials are accessible to learners with colorblindness or visual impairments. Materials are compatible with screenreaders and other assistive technology. Handouts are searchable. Closed captioning or transcripts are provided to all learners for both the live presentation and all video clips. Linguistically appropriate accommodation is offered to all learners in advance.</i>		
Thoughtful use of diverse images - the extent to which images reflect diverse communities and elevate the perception or marginalized groups	<i>The images included in course materials do not represent diverse populations.</i>	<i>At least 50% of images utilized in course materials represent diverse populations, however they reinforce traditional power dynamics or stereotypes.</i>	<i>All images used are not only representative of diverse populations but elevate the perception of marginalized populations. Images are thoughtfully used to challenge stereotypes and traditional power dynamics.</i>		
Use of research and data - the use of data and research to communicate service trends and outcomes across diverse communities	<i>Training content does not reference research or data regarding current service trends in this topic area. No data regarding service inequities or disparate outcomes is included in the course content.</i>	<i>Training content includes research or data regarding current service trends in this topic area, however limited data or research regarding service inequities or disparate outcomes is included in the course content. The trainer does not engage learners in discussion about the data or research.</i>	<i>The trainer includes research and data regarding current services trends in this topic area including data on service inequities and disparate outcomes. The trainer engages learners in discussion about this data and provides opportunities for learners to reflect on the available data.</i>		
Accessibility accommodations & resources - the availability of information regarding accessibility services	<i>Information regarding accessibility services and available accommodations are not provided to learners within the course materials.</i>	<i>Information regarding accessibility services and available accommodations are only provided upon request.</i>	<i>Information regarding accessibility services and available accommodations are included in the training materials and are provided to all learners.</i>		
For Observer Only: Comments - Please indicate the specific behaviors observed in the training session and the impact on the learning environment that led to the rating.					
Instructional Management					
Component	Needs Strengthening (1)	Developing Skill (2)	Highly Skilled (3)	Trainer Self-assessment: Level of Performance or N/A	Observer: Trainer Level of Performance or N/A
Delivery and Knowledge of Content - demonstrated depth of content knowledge and ability to assist learners in achieving course objectives.	<i>Trainer demonstrates a surface-level understanding of the topic they are teaching, and makes content errors throughout the training. Trainer struggles to connect content back to learning objectives, resulting in learner confusion and inability to achieve course outcomes as indicated in participant evaluation data and/or post-test scores.</i>	<i>Trainer demonstrates a deep understanding of the content. However, the trainer at times struggles to connect the content back to the course objectives and post-test data indicates that there are commonalities in learners inability to fully meet all course objectives.</i>	<i>Trainer demonstrates a deep understanding of the content and learning objectives. The trainer regularly connects the content to the learning objectives so that learners understand why course materials, content and activities will help them meet the objectives of the course. Post-test data indicates that the objectives were broadly met for each session.</i>		
Instructional Strategies - Demonstrated ability to utilize illustrations, creative phrasing, analogies, quotations, rhetorical questions, humor, case examples, and comparing and contrasting concepts to enhance learning.	<i>Trainer relies heavily on the PowerPoint and predominately reads the slides. The trainer utilizes traditional instructional strategies like lecturing and simple questions to the audience to gauge understanding. Trainer has difficulty changing strategies to better meet the learning needs of the audience.</i>	<i>Trainer utilizes PowerPoint as a visual tool rather than a script and offers a dynamic presentation that expands on the slide content. Trainer utilizes several instructional strategies and attempts to meet the needs of learners by adjusting strategies with mixed results.</i>	<i>Trainer utilizes visuals such as PowerPoint as grounding tools for the training and regularly informally assesses learner understanding throughout the session. Trainer smoothly adjusts the delivery of the content to enhance learning and ensure attainment of course objectives.</i>		
Cognitive Presence Strategies - the utilization of numerous engagement activities such as large group activities, small group work, and individual reflection exercises as pedagogical tools.	<i>Trainer does not include activities or only utilizes one type of activity in their training.</i>	<i>Trainer utilizes two types of engagement activities in their training. Engagement strategies focus primarily on individual reflection and large group discussions.</i>	<i>Trainer utilizes at least three types of activities, encouraging individual reflection, large group activities and peer-to-peer learning.</i>		
Technical Skill - Demonstrated ability to manage instructional materials and technology.	<i>Trainer is not able to independently manage technology or course materials, resulting in lost training time or learner confusion. Trainer does not seek additional training or support in order to effectively manage their own training material resulting in significant disruption for the learner.</i>	<i>Trainer experiences some technical difficulty with the instructional materials and technology but is able to troubleshoot independently or request assistance with minimal disruption for the learner.</i>	<i>Trainer is highly adept at using the instructional materials and experiences minimal or no technical difficulty resulting in no disruption to the learner.</i>		
Time Management - demonstrated ability to manage instructional time in order to cover all course materials	<i>Trainer struggles to manage instructional time and often must omit activities, content, or limit learner participation in order to finish presenting within the allotted time. Trainer is not strategic about omissions and cut material impacts learner ability to meet course objectives.</i>	<i>Trainer demonstrates an ability to manage instructional time by adjusting course activities or cutting content in a strategic way that does not impact learners ability to meet the course objectives.</i>	<i>Trainer is able to cover all content and activities within the allotted time. Trainer communicates clearly with learners the amount of time that will be spent on a given activity or topic and skillfully redirects conversation that may impact the remaining instructional time available.</i>		
For Observer Only: Comments - Please indicate the specific behaviors observed in the training session and the impact on the learning environment that led to the rating.					

Assessment					
Component	Needs Strengthening (1)	Developing Skill (2)	Highly Skilled (3)	Trainer Self-assessment: Level of Performance or N/A	Observer: Trainer Level of Performance or N/A
Formal Assessment - Demonstrated ability to determine initial understanding and ability of learners and to provide assessment throughout session.	<i>Trainer does not assess learners' level of skill or knowledge at the outset of the session or topic transition (including the use of pre-test scores where available). Knowledge checks such as quizzes, polls, or direct questions are inconsistent in quality and frequency or are not utilized by trainer.</i>	<i>Trainer assesses learner's current level of skill or knowledge at outset or topic transition, but does not consistently adjust the delivery or content of training to best meet learner needs. Knowledge checks are utilized throughout the session, and minimal redirection or review is provided when a learner does not understand a concept.</i>	<i>Trainer assesses learner's current level of skill or knowledge at outset or topic transition, and incorporates knowledge checks throughout the session. Redirection or content review is provided consistently and in a manner that is non-judgemental, individualized, and specific to the learner.</i>		
Informal Verbal Assessment - Demonstrated ability to use individual or group questioning as a pedagogical tool	<i>Trainer does not consistently use open or closed questions. Learners frequently need to ask clarifying questions before responding to a prompt. Trainer does not adequately answer questions posed by learners. Trainer does not leave an adequate amount of time for learners to respond to questions posed.</i>	<i>Trainer consistently utilizes both open and closed questions throughout course, and leaves an adequate amount of time for learners to respond. Asks follow up questions to deepen conversation. Incorporates time into session to answer participant questions and verifies understanding.</i>	<i>Assessment questions are incorporated into content in a way that allows learners to deepen their understanding of the topic and apply critical thinking skills to real-world scenarios. Trainer encourages participants to engage each other in critical thinking exercises.</i>		
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Community Building					
Component	Needs Strengthening (1)	Developing Skill (2)	Highly Skilled (3)	Trainer Self-assessment: Level of Performance or N/A	Observer: Trainer Level of Performance or N/A
Cultural Sensitivity/Competency - Demonstrated ability to include information relevant to diverse groups in training and facilitate discussions related to diversity.	<i>Trainer either does not incorporate, or superficially incorporates diversity, racial equity or intersectionality into training. When opportunities for more in-depth or critical discussion regarding diversity, racial equity and inclusion arise, trainer does not engage learners.</i>	<i>Trainer includes material on diversity, racial equity, and/or intersectionality during the session and there is evidence of partial integration of these concepts into activities and discussions. Trainer takes a passive approach to critical conversations, engaging the class in discussion only when the topic is broached by a learner.</i>	<i>Trainer fully incorporates material on diversity, racial equity and intersectionality during the session, and actively leads discussion on the historical and current disparities that impact service provision and child welfare outcomes. Trainer actively encourages learners to consider the impact of their own biases and positional power on service provision.</i>		
Interpersonal Communication - demonstrated ability to connect with learners and foster equity within the learning environment	<i>Trainer attempts to be friendly with learners, but interactions are inconsistent. Trainer regularly demonstrates favoritism and/or singles out learners in a manner that is inappropriate. Learners appear to be frustrated or uncomfortable during interactions. Trainer appears disengaged or apathetic during the session.</i>	<i>Interactions between trainer and learners are respectful and authentic, but inconsistent at times. Some learners are engaged more often than others, causing some frustration or disengagement. Trainer demonstrates self-awareness of their nonverbal communication and that of the learners.</i>	<i>Trainer interacts with learners in a way that demonstrates authenticity and respect, and learners appear to trust and respect trainer. Interactions are consistent and equitable. Trainer demonstrates ability to both teach the content and coach learners through skill development when needed. Trainer demonstrates high self-awareness and adjusts their non-verbal communication to manage learner engagement.</i>		
Managing Disruptive Behavior - demonstrated ability to manage disruptions and learner disengagement.	<i>Trainer does not set clear expectations for learner behavior and learning environment at the outset of the training and does little to manage learners who are disengaged, disrespectful, or disruptive during the training. Learners are able to monopolize classroom time, become distracted by phones or side conversations with their peers. If oppressive or problematic language is used in discussion, trainer does not engage or redirect learner.</i>	<i>Trainer does set clear expectations for the learning environment or learner behavior at the outset of the training, but does not redirect behavior that is disrespectful or disruptive to the learning environment in a consistent and effective manner. Trainer attempts but is not able to successfully adjust interaction methods to address learner disengagement. Trainer attempts to address problematic or oppressive language, and has some success redirecting or engaging learner.</i>	<i>Trainer sets clear expectations for learner behavior or learning environment at the outset of training and swiftly provides redirection in a manner that is consistent and effective. Trainer effectively utilizes various methods of classroom interaction to address learner disengagement. Trainer is not only successful in identifying, naming and redirecting oppressive language during classroom discussion, but capitalizes on these opportunities to talk about equity and -isms.</i>		
Interaction guidelines - demonstrated ability to establish clear expectations regarding instructor-learner and peer-to-peer communication	<i>The trainer does not establish or communicate interaction guidelines at the start of the session.</i>	<i>Trainer establishes interaction guidelines at the beginning of the training session, but does not enforce these rules of engagement during the training.</i>	<i>Trainer establishes interaction guidelines at the beginning of the session and ensures all learners follow the guidelines by redirecting learners as needed.</i>		
Exploration of personal bias - the extent to which the training addresses the impact of personal bias on service provision	<i>The trainer does not address how personal bias may impact service provision in this topic area and does not engage learners in conversation when personal bias comes up organically in group discussion.</i>	<i>The trainer engages learners when examples of personal bias come up organically in conversation, however does not consistently protect time within the training to discuss the impact of personal bias on service provision.</i>	<i>The trainer includes information on personal bias as it relates to this topic area and actively engages learners in critical thinking exercises to examine how personal bias impacts service provision. The trainer capitalizes on personal examples as teachable moments and provides learners with strategies or tools to mitigate the impact of personal bias on service provision.</i>		
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References
The Academy of Professional Excellence & Public Child Welfare Training Academy Trainer Evaluation form
Rutger's University IFF Trainer CQ Observation Tool
Michigan Virtual Online Teaching Instructor Evaluation
Alabama Pathways Quality Care & Education: Instructor and Trainer Consultant Core Competencies