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|  | **Synchronous Observation Rubric**  |

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

## Standard I: Developing an 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 are encouraged to complete the reflections prompts independently.*

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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.  | [ ]  Observed[ ]  Not observed |  |
| b | Recognizes the power and benefits of diversity and inclusivity by carefully observing and listening to training participants, and considering diverse experiences and perspectives (NAEYC, 2020). | [ ]  Observed[ ]  Not observed |  |
| d | Open and receptive to feedback about comments or actions that were perceived as biased, and seeks to gain deeper understanding to improve practice. | [ ]  Observed[ ]  Not observed [ ]  NA |  |
| f | Acknowledges that there may be tension in the training space because of varied experiences and perspectives about racial equity and social justice. | [ ]  Observed[ ]  Not observed [ ]  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. | [ ]  Observed[ ]  Not observed |  |
| b | Appropriately incorporates cultural traditions, history, and language/s to promote multi-culturalism. | [ ]  Observed[ ]  Not observed |  |
| c | Leads trainings with a racial equity mindset to bring out the participants’ expertise. | [ ]  Observed[ ]  Not observed |  |
| Take Action | a | Shares constructive feedback and discusses alternative approaches when observing potentially biased actions by others (NAEYC, 2020). | [ ]  Observed[ ]  Not observed [ ]  NA |  |
| e | Actively addresses micro-aggressions, racism, sexism or statements or behavior that may harm learners. | [ ]  Observed[ ]  Not observed [ ]  NA |  |
| f | Helps participants to see how behaviors, beliefs, and ways of being perpetuate systemic oppression (Aguilar, 2020). | [ ]  Observed[ ]  Not observed  |  |

**Standard II: Learning Environment**

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| **1. Relational Learning Environment** |
|  |  | **Notes** |
| Emerginging Practice | a | Demonstrates compassion, understanding, respect and empathy for the learner. | [ ]  Observed[ ]  Not observed |  |
| b | Provides an opportunity for participants to share their perspectives. | [ ]  Observed[ ]  Not observed |  |
| c | Provides welcoming and respectful interactions. | [ ]  Observed[ ]  Not observed |  |
| d | Establishes group norms that foster positive emotional and psychological well-being at the beginning of a training.  | [ ]  Observed[ ]  Not observed |  |
| Establishing | a | Notices and responds to verbal and/or non-verbal cues. *(Non-verbal cues may not be observable for all participants in a live virtual training).* | [ ]  Observed[ ]  Not observed |  |
| b | Expresses confidence in learners’ ability to master the content. | [ ]  Observed[ ]  Not observed |  |
| c | Encourages respectful dialogue by suspending judgement and being open to alternative viewpoints. | [ ]  Observed[ ]  Not observed |  |
| d | Responds to conflict as it develops. | [ ]  Observed[ ]  Not observed [ ]  NA |  |
| Deepening  | a | Uses strategies to manage energy levels to help participants focus on learning. | [ ]  Observed[ ]  Not observed |  |
| b | Provides feedback to participants to encourage them to be inquisitive and keep an open mind when examining the perspectives of others.  | [ ]  Observed[ ]  Not observed |  |
| c | Recognizes emotional responses to training content and helps groups and individuals identify constructive ways to process. | [ ]  Observed[ ]  Not observed [ ]  NA |  |
|  |
|  **2. Physical Learning Environment** | **[ ]  NA** |
|  |  | **Notes** |
| Emerging  | a | Prepares learners for what to expect about the space prior to the training.  | [ ]  Observed[ ]  Not observed |  |
| b | Prepares the learning environment for adult learners. | [ ]  Observed[ ]  Not observed |  |
| Establishing  | a | Sets up the space to best support and engage learners to fully participate. | [ ]  Observed[ ]  Not observed |  |
| b | Identifies and adapts aspects of the environment or materials that may create barriers or limit participation. | [ ]  Observed[ ]  Not observed |  |
| Deepening  | a | Provides additional comforts in the training environment. | [ ]  Observed[ ]  Not observed |  |
|  |
| **3. Virtual Learning Environment** | [ ]  **NA** |
|  |  | **Notes** |
| Emerging  | a | Appears to understand how to use the capabilities of the virtual platform. | [ ]  Observed[ ]  Not observed |  |
| b | Provides technical assistance to learners prior to the training start time that will help them log-in and use the training platform. | [ ]  Observed[ ]  Not observed |  |
| c | Offers to provide guidance for learners who have difficulties with the platform during the session. | [ ]  Observed[ ]  Not observed [ ]  NA  |  |
| d | All media and technology is available and functioning for learning event; uses a back-up plan if technology fails.  | [ ]  Observed[ ]  Not observed |  |
| Establishing  | a | Establishes, models and enforces ground rules for using platform functions (ex. camera use, raise hand, muting, chat box use). | [ ]  Observed[ ]  Not observed  |  |
| b | Demonstrates effective time management strategies. | [ ]  Observed[ ]  Not observed |  |
| c | Creates transparency about use of data collected through activity submissions.  | [ ]  Observed[ ]  Not observed |  |
| d | Provides timely responses to participants’ engagement attempts.  | [ ]  Observed[ ]  Not observed |  |
| Deepening  | a | Uses different types of online learning tools to encourage interactions among learners. | [ ]  Observed[ ]  Not observed |  |

**Standard III: Preparing and Developing**

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| **1. Engaging All Participants** |
|  |  | **Notes** |
| Emerging | b | Shows flexibility for learners’ needs by addressing emerging areas of interest and questions as they come up. | [ ]  Observed[ ]  Not observed |  |
| c | Uses clear, direct spoken and written language that is simple and respectful. | [ ]  Observed[ ]  Not observed |  |
| d | Connects with training participants prior to the training to identify supports for accessibility barriers, such as language(s), hearing and visual impairments. | [ ]  Observed[ ]  Not observed |  |
| Establishing  | a | Offers learners multiple types of activities to engage, reflect, practice and demonstrate their knowledge. | [ ]  Observed[ ]  Not observed |  |
| Deepening  | a | Provides scaffolding and gradually scales back when learners show growing understanding and skill.  | [ ]  Observed[ ]  Not observed  |  |
| c | Uses different participant groupings to promote teamwork and support individual and group participation. | [ ]  Observed[ ]  Not observed |  |
|  |
| **2. Learning Content** |
|  |  | **Notes** |
| Emerging  | a | Appears knowledgeable in the content areas and related core competencies. | [ ]  Observed[ ]  Not observed |  |
| c | Presents materials that are grounded in research-informed practices. | [ ]  Observed[ ]  Not observed |  |
| d | Begins training by identifying learning objectives. | [ ]  Observed[ ]  Not observed |  |
| Establishing  | a | There is a clear connection between the activities and the learning objectives.  | [ ]  Observed[ ]  Not observed |  |
| b | Includes activities that allow learners to apply concepts to their workplace or real-life settings.  | [ ]  Observed[ ]  Not observed |  |
| c | Creates transitions between topics and activities that maintain a logical flow throughout the session. | [ ]  Observed[ ]  Not observed |  |
| d | Avoids plagiarism by recognizing contributions to training content development. | [ ]  Observed[ ]  Not observed |  |
| Deepening | a | Helps participants identify opportunities and barriers to implementation and what they will need to overcome them. | [ ]  Observed[ ]  Not observed |  |
|  |  |  |  |  |
| **3. Virtual Design (online synchronous)**  | [ ]  **NA** |
|  |  | **Notes** |
| Emerging  | a | Uses relevant visuals to support training content. | [ ]  Observed[ ]  Not observed |  |
| b | Provides simple and consistent instructions on how to navigate the platform’s features.  | [ ]  Observed[ ]  Not observed |  |
| c | Presents content in multiple ways (e.g. video, text). | [ ]  Observed[ ]  Not observed |  |
| Establishing  | a | Provides access to materials at appropriate moments, such as before, during and/or after a training. | [ ]  Observed[ ]  Not observed  |  |
| Deepening  | a | Creates intentional, structured opportunities for participants to connect with peers (either in their workplace or in the training) to support implementation. | [ ]  Observed[ ]  Not observed |  |
| b | Handouts, PPTs and scanned documents are accessible for persons with disabilities. | [ ]  Observed[ ]  Not observed  |  |

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

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| **1. Supporting Adult Learners** |
|  |  | **Notes** |
| Emerginging Practice | b | Begins the training by identifying the skills and knowledge that learners have about the training topics.  | [ ]  Observed[ ]  Not observed |  |
| c | Uses strengths-based language that encourages learning  | [ ]  Observed[ ]  Not observed |  |
| Establishing | a | Offers individualized, timely and specific feedback to learners. | [ ]  Observed[ ]  Not observed [ ]  NA |  |
| b | Creates opportunities to identify how the content is relevant and will bring beneficial changes to their work. | [ ]  Observed[ ]  Not observed |  |
| Deepening  | a | Uses strategies to develop learners’ self-assessment and reflection skills. | [ ]  Observed[ ]  Not observed |  |
|  |
| **2. Facilitation Strategies** |
|  |  | **Notes** |
| Emerging  | a | Uses real-life examples and/or scenarios that are written, spoken, or video format to share experiences that support learning objectives. | [ ]  Observed[ ]  Not observed |  |
| b | Repeats comments or questions (when appropriate) to ensure that all participants hear and understand. | [ ]  Observed[ ]  Not observed |  |
| c | Acknowledges participants’ comments and ideas. | [ ]  Observed[ ]  Not observed |  |
| d | Gives participants verbal and non-verbal ways to interact with the content. | [ ]  Observed[ ]  Not observed |  |
| e | Explains activity instructions and provides support to make sure all participants understand what to do. | [ ]  Observed[ ]  Not observed  |  |
| Establishing  | a | Engages the learner in identifying their strengths, opportunities for growth and goals for the training.  | [ ]  Observed[ ]  Not observed |  |
| b | Manages discussions so all can share perspectives, refocuses the group on aspects that were not addressed, and summarizes the key points.  | [ ]  Observed[ ]  Not observed |  |
| c | Models not having answers to every question so learners can build an appreciation of the learning process. | [ ]  Observed[ ]  Not observed [ ]  NA |  |
| d | Uses open-ended questions to stimulate discussions. | [ ]  Observed[ ]  Not observed |  |
| Deepening  | a | Listens for emerging themes and extends participant’s thinking by connecting comments to a broader context. | [ ]  Observed[ ]  Not observed |  |
| b | Addresses factors that may create resistance, disruptive behavior, or conflict within training groups. | [ ]  Observed[ ]  Not observed [ ]  NA |  |

**Standard V: Evaluation and Assessment**

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| **1. Evaluating Achievement of Learning Objectives (Summative Assessment)** |
|  |  | **Notes** |
| Emerging  | a | Measures achievement of learning objectives through activities.  | [ ]  Observed[ ]  Not observed |  |
| Establishing | b | Creates assessments that allow learners to reflect on the learning and make connections to real-life.  | [ ]  Observed[ ]  Not observed |  |
| Deepening | a | Creates several options for learners to demonstrate what they know. | [ ]  Observed[ ]  Not observed |  |

**MERIT Data Entry Review**

**Recommendations for the Trainer**

*Please use this section to provide general feedback and guidance for the trainer based on the observation as well as recommendations for trainer support funds (if applicable). The trainer will use this information to inform future professional development decisions and improvement to the training session.*