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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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Relational Learning Environment** | | | | | |
|  | | |  | **Notes** | |
| Emerging  ing 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** |
| Emerging  ing 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.*