

## TRAINING OBSERVATION FORM SCORING RUBRIC

### TRAINER PREPAREDNESS

ELEMENT	NO	YES
1A: Did the trainer arrive forty-five minutes prior to the start of the training?	The trainer arrived less than forty-five minutes prior to the start of the training.	The trainer arrived forty-five minutes or more prior to the start of the training.
1B: Was the trainer prepared for the training day?	The trainer was not prepared for the training day (for example, did not bring all of the materials they needed such as handouts, PowerPoint presentation, video clips, audio clips, and/or posters).	The trainer was prepared for the training day (for example, did bring all of the materials they needed such as handouts, PowerPoint presentation, video clips, audio clips, and/or posters).

### TRAINING CONTENT

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
2A: The content presented was logical, coherent, and well developed.	The trainer makes content errors or does not correct content errors participants make. For a Standardized Core Training: The trainer does not cover many of the elements of the standardized curriculum.*	The trainer displays basic content knowledge but cannot articulate connections with other subject matter and field experience. For a Standardized Core Training: The trainer does not cover many of the required elements of the standardized curriculum.*	The trainer displays solid content knowledge and makes connections between the content and other parts of field experience at appropriate participant level. For a Standardized Core Training: The trainer covers some key elements adequately of the standardized curriculum.*	The trainer displays extensive content knowledge with evidence of continuing pursuit of knowledge and achievement of state outcomes (safety, permanency, and well-being). For a Standardized Core Training: The trainer covers most of the elements adequately in the curriculum.*

\*Lesson plans for standardized curriculum can be found on CalSWEC's website at: <http://calswec.berkeley.edu/common-core-curricula-child-welfare-workers>

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ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
2B: The content presented was appropriate to the trainee's skill level.	Trainer is unable/unwilling to assess the trainee's level of expertise including knowledge and experience; Does not adapt their delivery of core curriculum to meet a variety of training needs.	Trainer makes little effort to assess the trainee's level of expertise including knowledge and experience; Does not adapt their delivery of core curriculum to meet a variety of training needs.	Trainer is able to assess the trainee's level of expertise including knowledge and experience and demonstrates at least one technique to adapt their delivery of core curriculum to meet a variety of training needs.	Trainer is able to assess the trainee's level of expertise including knowledge and experience and demonstrates at least two or more techniques that they can adapt their delivery of core curriculum to meet a variety of training needs.
2C: The content presented was arranged to make the most effective use of the allotted time.	Activities and assignments are unrelated to the course objectives. Participants are not engaged mentally and/or unable to complete the activities.	Some activities and assignments are related to instructional objectives and engage them mentally, but others do not. Debriefing is minimal.	All activities and assignments are related to instructional objectives. Almost all participants are cognitively engaged and complete assignments. Debriefing enhances understanding.	All participants are cognitively engaged in the activities and assignments in their exploration of content. Participants initiate or adapt activities and projects to enhance understanding.

## TRANSFER OF LEARNING & EVIDENCE BASED PRACTICE

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
3A: The information presented can be transferred to the work environment.	The information is poor quality and does not transfer to the work environment. The information does not align with the work environment.	The information is inconsistent in quality and does not transfer to the work environment. The information marginally aligns with the work environment.	The information is of a quality nature and transfers to the work environment. The information aligns with the work environment.	The information is high in quality and transfers to the work environment. The trainer provides space for participants to align the content with their specific work environment and/or with county specific protocols.

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ELEMENT			NO	YES
3B: The information presented contained examples of EBP and/or best practice concepts.			The trainer does not mention authors in their training; citations are not included in the PowerPoint slides; bibliography is not included as one of the handouts.	The trainer makes mention of authors during the training; citations are provided in the PowerPoint slides; and bibliography is included as one of the handouts.

## TRAINING DELIVERY

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
4A: The trainer was flexible in delivery and maintained class interest and engagement.	The trainer adheres rigidly to the lesson plan if needed, even when a change will clearly improve the lesson. Interaction between the trainer and participant is predominately recitation style with the trainer mediating questions/answers.	The trainer attempts to adjust a lesson if needed with mixed results. The trainer makes some attempt to engage participants in a true discussion, with uneven results.	The trainer makes adjustments to a lesson if needed and the adjustment occurs smoothly. Classroom interaction represents true discussion, with the trainer stepping to the side when appropriate. Involves all participants.	The trainer successfully makes major adjustments to lessons if needed that greatly improve learning. The trainer empowers participants to assume considerable responsibility for the success of the discussion initiating topics, making unsolicited contributions.
4B: The trainer made effective use of a variety of training methods.	The trainer is unfamiliar with the different approaches to learning that participant's exhibit such as learning styles, life experiences and existing knowledge levels.	The trainer has general understanding of the different approaches to learning that participant's exhibit.	The trainer uses different approaches to learning to meet different participants' needs.	The trainer effectively and consistently uses knowledge of participants varied approaches to learning in instructional planning.

## TRAINING OBSERVATION FORM SCORING RUBRIC

### STRENGTHS, CHALLENGES, & ADDITIONAL COMMENTS

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
5A: Overall rating of the trainer.	Trainer was not engaging, clear, nor effective. Trainer did not stimulate discussions. Trainer was not responsive to participants. Trainer did not display a clear understanding of the subject matter. Trainer did not make effective use of a variety of training methods.	Trainer was slightly engaging, clear, and effective. Trainer slightly stimulated discussions. Trainer was not responsive to participants. Trainer only displayed a slight understanding of the subject matter. Trainer made marginal use of a variety of training methods. The trainer attempts to adjust a lesson with mixed results.	Trainer was engaging, clear, and effective. Trainer stimulated discussions. Trainer was responsive to participants. Trainer displayed a clear understanding of the subject matter. Trainer made use of a variety of training methods. The trainer makes needed adjustments to a lesson and the adjustment occurs smoothly.	Trainer was engaging, clear, and effective. Trainer stimulated discussions. Trainer was responsive to participants. Trainer displayed a clear understanding of the subject matter. Trainer made use of a variety of training methods. The trainer successfully makes major adjustments to the training if needed that greatly improve learning.
5B: Overall rating of the training.	Competencies and learning objectives were not clearly identified. Content was not logical, coherent, and well developed. Relevant examples were not provided. Content was not related to the trainee's job duties and assignments. Content was not appropriate to the trainee's skill levels.	Competencies and learning objectives were slightly identified. Content was somewhat logical, coherent, and developed. Relevant examples were somewhat provided. Content was slightly related to the trainee's job duties and assignments. Content did not articulate connections with other subject matters and field experience.	Competencies and learning objectives were clearly identified. Content was logical, coherent, and well developed. Relevant examples were provided. Content was related to the trainee's job duties and assignments. Content made connections between other parts of the field experience at appropriate to the trainee's levels.	Competencies and learning objectives were clearly identified. Content was logical, coherent, and well developed. Relevant examples were provided. Content was related to the trainee's job duties and assignments. Content displayed extensive knowledge with evidence of continuing pursuit of knowledge and achievement of state outcomes (safety, permanency, and well-being).



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Training Observation Form

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<b>Class Name:</b>	_____	<b>Date:</b>	_____
<b>Trainer(s):</b>	_____	<b>Program:</b>	_____
<b>Location:</b>	_____	<b>Contract:</b>	_____
<b>Length:</b>	_____		

INSTRUCTIONS: Please rate the trainer's competency on each item with the scale of 1 - 4, where 4 is the highest rating. This form is intended to be used with the Scoring Rubric. [NOTE: A score of 1 matches the scoring rubric's Unacceptable description. A score of 2 matches the scoring rubric's Needs Improvement description. A score of 3 matches the scoring rubric's Skilled description. A score of 4 matches the scoring rubric's Mastery description.] If a score of 1, 2, or 4 is given, please provide a narrative about that score (i.e. if a 1 or 2 is given, this narrative should address any changes that should be made; if a 4 is given, please provide a rationale for the rating of 4).

**NAME OF OBSERVER:** \_\_\_\_\_

**1. TRAINER PREPAREDNESS:** NO YES

- A. Did the trainer arrive forty-five minutes prior to the start of the training?
- B. Was the trainer prepared for the training day?

*Suggested areas of comment : trainer arrived less than forty-five minutes before the start of the training; trainer did not bring all of the materials they needed such as handouts, PowerPoint presentation, video clips, audio clips, and/or posters.*

**2. TRAINING CONTENT:** 
1
2
3
4

- A. The content presented was logical, coherent, and well developed.
- B. The content presented was appropriate to the trainee's skill level.
- C. The content presented was arranged to make the most effective use of the allotted time.

*Suggested areas of comment : competencies and learning objectives were clearly identified; content was logical, coherent, and well developed; relevant examples were provided; content was related to the trainee's job duties and assignments; content was appropriate to the trainee's skill levels.*

**3. TRANSFER OF LEARNING & EVIDENCE BASED PRACTICE:** 
1
2
3
4

- A. The information presented can be transferred to the work environment.
- B. The information presented contained examples of EBP and/or best practice concepts. NO  YES

*Suggested areas of comment : information presented can be transferred to the work environment, content provided examples of evidence-based practice and/or best practice concepts; content integrated theory and practice.*



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## 4. TRAINING DELIVERY:

- A. The trainer was flexible in delivery and maintained class interest and engagement.
- B. The trainer made effective use of a variety of training methods.

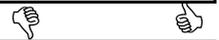


	1	2	3	4
A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Suggested areas of comment : trainer was engaging, clear, and effective; trainer stimulated discussions; trainer was responsive to participants; trainer displayed a clear understanding of the subject matter; trainer made effective use of a variety of training methods [lecture, facilitated discussions, small-group breakouts, role plays, case examples, technology, handouts].*

## 5. STRENGTHS, CHALLENGES, & ADDITIONAL COMMENTS:

- A. Overall rating of the trainer.
- B. Overall rating of the course.



	1	2	3	4
A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Suggested areas of comment : strengths of the trainer; challenges of the trainer; training room dynamics that may have affected the training/trainer; trainee dynamics that may have affected the training/trainer.*

