

TRAINER EVALUATION SCORING RUBRIC

CONTENT OF THE TRAINING:

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
A1: Management of Instructional Materials	Materials are handled inefficiently, resulting in loss of instrumental time. Learners are confused about how to use materials and feel frustrated during activities due to not understanding instructions.	Routines for handling materials and supplies function moderately well, resulting in some loss of instructional time. Learners are somewhat oriented to materials and have some confusion about activity instructions.	Routines for handling instrumental materials occur smoothly without loss of instructional time. Learners are oriented to materials and are clear about activity instructions.	Routines for handling materials and supplies are seamless with participants assuming some responsibility for efficient operation. Activity instructions are provided in multiple modalities. Learners are oriented to materials and are clear about activity instructions.
A2: Delivery and Knowledge of Content	Instructor makes content errors or does not correct content errors participants make. For a Standardized Core Training: Instructor does not cover most of the elements of the standardized curriculum.	Instructor displays basic content knowledge but cannot articulate connections with other subject matter and field experience. For a Standardized Core Training: Instructor does not cover many of the required elements of the standardized curriculum.	Instructor 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: Instructor covers only key elements adequately of the standardized curriculum.	Instructor displays extensive content knowledge with evidence of continuing pursuit of knowledge and achievement of state outcomes. For a Standardized Core Training: Instructor covers all elements adequately in the standardized curriculum and integrates relevant case examples to enhance content.

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A3: Activities and Assignments	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. As needed, trainer initiates or adapts activities and projects to enhance understanding. Debriefing connects activities to the content.
A4: Clarity of Objectives	Objectives are not clear and represent low expectations and no conceptual understanding for participants. Objectives do not reflect important learning.	Objectives are moderately clear in either their expectations or conceptual understanding for participants and in importance of learning.	Objectives are clear in their expectations, conceptual understanding and importance of learning.	Not only are the objectives clear but instructor can also clearly articulate how objectives relate to the trainee's practice.

ELEMENT	UNKNOWN	N/A	NO	YES
A5: Is research up to date?	No bibliography provided.	No current research available.	Less than 50% of the research is from the last five years.	50% or more of the research is from the last five years.

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GROUP DYNAMICS:

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
B1: Interaction with Participants	Instructor interaction with at least some participants is negative, demeaning, sarcastic or inappropriate to demographic/culture of the participant. Participants exhibit visible frustration with instructor.	Instructor-participant interactions are generally appropriate but reflect occasional inconsistencies, favoritism or disregard for participant cultures. Participants exhibit some frustration with instructor.	Instructor-participant interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to demographic and cultural norms. Participants exhibit comfort/trust with instructor.	Instructor demonstrates genuine caring and respect for individual participants. Participants exhibit genuine caring and respect for instructor as an individual. Interactions are appropriate to the demographics and cultural norms of the learners. Instructor transitions between trainer and coach.
B2: Response to Participants	Instructor ignores or brushes aside participants' questions or interests. Instructor does not respond or adapt to the participants.	Instructor attempts to accommodate participant's questions or interests. The answers to questions or integration of interests is confusing to the participants. Instructor responds to only explicit and verbal responses.	Instructor successfully accommodates participant's questions or interests. The answers to questions or integration of interests are understood by the participants. Instructor responds to only explicit and verbal responses.	Instructor seizes a major opportunity to enhance learning by building on a spontaneous event and successfully accommodates participant's questions or interests which significantly enhances the curriculum. Instructor responds to explicit, verbal, and non-verbal responses.

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B3: Discussion Techniques	Interaction between instructor and participant is predominately recitation style with instructor mediating questions/answers.	Instructor makes some attempt to engage participants in a true discussion, with uneven results.	Classroom interaction represents true discussion, with instructor stepping to the side when appropriate. Involves all participants.	Instructor empowers participants to assume considerable responsibility for the success of the discussion initiating topics, making unsolicited contributions.
B4: Management of Transitions	Much time is lost during transitions. Segments are not related.	Transitions are sporadically efficient resulting in some loss of instructional time. Segments are somewhat related.	Transitions occur smoothly with little loss of instructional time. Segments are tied together and build upon each other.	Transitions are seamless with participants assuming responsibility for productivity. Segments are tied together and build upon each other.
B5: Quality of Questions	Instructor's questions are all of poor quality and/or do not invite any response.	Instructor's questions are a combination of low and high quality. Only some questions invite a response. Participants need clarification of the question or trainer has to clarify the question prior to receiving response.	Most of instructor's questions are high quality. Adequate time is available for participants to respond.	Instructor's questions are of high quality with adequate time for trainees to respond. Questions are well integrated into curriculum and allow participants to delve deeper into their understanding of the curriculum and engage the participant's critical thinking skills.
B6: Integrates Diversity into Curriculum	Trainer ignores difficult topics around diversity.	Trainer superficially acknowledges issues of diversity but redirects the dialogue away from discussions around diversity.	Trainer generally attempts to address diversity throughout the day and there is evidence of some integration into activities and discussions.	Trainer engages trainees around diversity issues throughout the day including all activities and regular points of discussion.

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PRESENTATION & FACILITATION

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
C1: Checking for Understanding and Feedback	Checking for understanding and feedback is either not provided or is not specific to the task or participant.	Checking for understanding and feedback is inconsistent in quality and is somewhat specific to the task or participant.	Checking for understanding and feedback is consistently non-judgmental, individualized and specific to the participant.	Trainer checks for understanding and feedback consistently and adjusts content and delivery based on feedback from learners. Provision is made for participants to self assess and use feedback in their own learning.
C2: Provides Learning Opportunity for a Variety of Learning Styles	Instructor is unfamiliar with the different approaches to learning that participant's exhibit such as adult learning styles, life experiences and existing knowledge levels. Instructor adheres rigidly to the lesson plan, even when a change will clearly improve the lesson.	Instructor has general understanding of the different approaches to learning that participant's exhibit. If needed, instructor attempts to adjust a lesson with mixed results.	Instructor uses different approaches to learning to meet different participants' needs. If needed, instructor makes appropriate adjustments to a lesson and the adjustment occurs smoothly.	Instructor effectively and consistently uses knowledge of participants various learning styles in instructional planning and delivery. If needed, instructor successfully makes appropriate adjustments to lessons that greatly improve learning.

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ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
C3: Oral and Written Language	Instructor's spoken language is inaudible and contains many grammar and syntax errors. Written language is illegible and contains many grammar and syntax errors. Vocabulary is inappropriate or used incorrectly.	Instructor's spoken language is audible, used appropriately, but is not appropriate to participant's backgrounds or knowledge. Written language is legible and used appropriately but is not appropriate to participants' backgrounds or knowledge.	Instructor's spoken language is audible, used appropriately, and is appropriate to participant's knowledge and background. Written language is legible, used appropriately, and is appropriate to participants' knowledge and background.	Instructor's spoken and written language is audible/legible, used appropriately, is appropriate to participants knowledge and background and displays well-chosen vocabulary that enriches the lesson.
C4: Knowledge of Participants Skills and Experience Level	Instructor displays little knowledge of participants' skills and experiences. If needed, instructor does not make appropriate adjustments.	Instructor assesses participants' skills and experience, and if needed, does not make appropriate adjustments.	Instructor assesses participants' knowledge and experience and, if needed, makes appropriate adjustments to meet participants' needs.	Instructor displays knowledge of participants' skills/experience for each participant, including those with special needs, and if needed, makes appropriate adjustments to meet the participants needs. These adjustments significantly enhance the curriculum.



Academy for Professional Excellence

Public Child Welfare Training Academy

Trainer Evaluation Form



Class Name: _____
Trainer: _____
Observer: _____
Date: _____ Location: _____

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).

A: CONTENT OF THE TRAINING:		1	2	3	4
1.	Management of Instructional Materials	☐	☐	☐	☐
2.	Delivery and Knowledge of Content	☐	☐	☐	☐
3.	Activities and Assignments	☐	☐	☐	☐
4.	Clarity of Objectives	☐	☐	☐	☐
5.	Is research up to date?	Unknown ☐	NA ☐	No ☐	Yes ☐

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.

B: GROUP DYNAMICS		1	2	3	4
1.	Interactions with Participants	☐	☐	☐	☐
2.	Response to Participants	☐	☐	☐	☐
3.	Discussion Techniques	☐	☐	☐	☐
4.	Management of Transitions	☐	☐	☐	☐
5.	Quality of Questions	☐	☐	☐	☐
6.	Integrates Diversity into Curriculum	☐	☐	☐	☐

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].

C: PRESENTATION & FACILITATION

	1	2	3	4
1. Checking for Understanding and Feedback	☐	☐	☐	☐
2. Provides Learning Opportunity for a Variety of Learning Styles	☐	☐	☐	☐
3. Oral and Written Language	☐	☐	☐	☐
4. Knowledge of Participants Skills and Experience Level	☐	☐	☐	☐

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.

D: DEVELOPMENT PLAN & SUGGESTIONS