

Scoring Rubric Description for the Professional Development Unit Example

Attached you will find the scoring rubric that is used to score the professional development unit (PD Unit) example that is part of the state-approved trainer application. The scoring rubric is divided into three sections:

- **Content** – this section measures whether a trainer applicant shows an understanding of the training material
- **Organization** – this section measures whether the training is organized and flows in a logical way
- **Plan and Method for Instruction** – this section measures whether a trainer applicant shows an ability to set learning objectives and make sure that these objectives are met through an engaging training plan. It also measures whether a trainer applicant includes the right content and supporting material for the training audience.

The Trainer Approval Board will be using this rubric to score the PD unit example and minimum scores are required for each trainer level. Note that under most items, there is a description. Applicants do not need to meet every description and example in the training. These descriptions are meant to provide examples to help trainer applicants better understand the scored item.

Please use this rubric as a guide for completing your application and supporting lesson plan with training notes and handouts. The online modules required as part of the trainer approval process will cover this material in more depth for trainers who are not as familiar with designing training according to these standards. We anticipate that the modules will be available in spring, 2012. If you are using a PowerPoint for your training example, PowerPoint slides with trainer notes will meet the criteria for the lesson plan with training notes.

The scoring rubric was created with guidance from other state models and adapted to align with Washington State's trainer application process. Additional content was adapted from Wiggins, G. and McTighe, J. (2011). *The Understanding by Design Guide to Creating High Quality Units*. Alexandria, Virginia: ASCD.



Professional Development Unit Scoring Instrument

- All items receive a score of either 1, 2, 3 or 4
 - A score of 1 = the item is not at all addressed
 - A score of 2 = the item is somewhat addressed
 - A score of 3 = the item is mostly addressed
 - A score of 4 = the item is completely addressed
- Applications cannot be approved if there are 5 or more total items with a score of 1.
- Applicants receive a total score in each category: Content, Organization and Plan and Method for Instruction
- If an applicant does not meet the minimum scores for a trainer level, he/she will receive specific feedback on scores and will have an opportunity to address these challenge areas and apply again.

Required Scores for Approval	Content	Organization	Plan and Method for Instruction
Apprentice Trainer	18/28	16/24	31/48
Intermediate Trainer	21/28	18/24	36/48
Advanced Trainer	23/28	20/24	40/48

<p style="text-align: center;">CONTENT</p> <p style="text-align: center;">Trainer applicant shows an understanding of the training material</p>	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Training title and description						
<ul style="list-style-type: none"> • Training title and description match the content 	1	2	3	4		
Addresses learning objectives specified in the application						
<ul style="list-style-type: none"> • Connection between the stated learning objectives and actual content of the training • Describes the key conditions (what will the participant use or be given in the training to show learning) • Describes the desired performance or behavior (what do you want the participant to do or how do you want them to act as a result of the training) • Sets a measureable standard or criterion for performance (how will you measure and assess evidence of learning) 	1	2	3	4		
Addresses <u>school readiness considerations</u>* specified in the application						
<ul style="list-style-type: none"> • Can see a connection between the content and the stated school readiness objectives 	1	2	3	4		
Content and activities match the targeted age of the child or subject area						
<ul style="list-style-type: none"> • Content and activities match the age group 	1	2	3	4		
Content and activities match the indicated WA State Core Competency area(s)						
<ul style="list-style-type: none"> • Content and activities clearly matched to designated Core Competency area(s) 	1	2	3	4		
Content reflects current research and best practice						
<ul style="list-style-type: none"> • Content clearly reflects current research and best practice 	1	2	3	4		
Content reflects cultural awareness and learner diversity						
<ul style="list-style-type: none"> • Content clearly reflects cultural relevance and diverse learners 	1	2	3	4		

CONTENT TOTAL SCORE: /28

ORGANIZATION	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Professional Development Unit Example is organized and flows in a logical way						
Learning and Readiness Objectives are realistic for the audience and/or purpose of the event						
<ul style="list-style-type: none"> Learning objectives for the intended audience and/or purpose can be readily met 	1	2	3	4		
Learning and Readiness Objectives are measurable						
<ul style="list-style-type: none"> Learning objectives are specific and can be achieved 	1	2	3	4		
Agenda and Outline establishes logical sequence of events/activities						
<ul style="list-style-type: none"> Events and activities flow in a logical sequence Meets the needs of the intended audience 	1	2	3	4		
Agenda and Outline allots adequate time for events/activities						
<ul style="list-style-type: none"> Enough time is allowed to explore content area(s) Time is built in the training for exploration of training content (Examples may include reflection, small-group work, flip-charts, etc...) Learners have the opportunity to think about concepts again after exploration (Examples may include a group discussion or reflection time) Training starts with an issue that is engaging to the learner 	1	2	3	4		
Overall Organization and Consistency						
<ul style="list-style-type: none"> Organized, consistent and easy to understand Description, learning objectives, content and methods are consistent and connect to each other 	1	2	3	4		
Overall quality of writing						
<ul style="list-style-type: none"> Clearly written and easy to understand Few or no errors in grammar, usage, mechanics and/or spelling 	1	2	3	4		

ORGANIZATION TOTAL SCORE: /24

PLAN AND METHODS FOR INSTRUCTION Trainer shows an ability to set learning objectives and ensure that these objectives are met through an engaging training plan	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Plan for Instruction – “The How”						
Attention to whether learning objectives are met						
<ul style="list-style-type: none"> Beginning of training includes a check of prior knowledge and skill levels of learners in the room 	1	2	3	4		
<ul style="list-style-type: none"> Trainer shows a plan to check for learner understanding of training material (Examples include a question and answer period, practice of skills with feedback and/or reflection and planning time) throughout the training 	1	2	3	4		
<ul style="list-style-type: none"> Trainer shows a plan to use the learner’s real world work to apply training content Knowledge and skills are applied to real world settings 	1	2	3	4		
<ul style="list-style-type: none"> Trainer guides learner curiosity and consideration of training concepts 	1	2	3	4		
<ul style="list-style-type: none"> Trainer provides opportunities for learners to try out new ideas and receive feedback (Examples might include role play, small group work, reflection and discussion time) 	1	2	3	4		
<ul style="list-style-type: none"> Trainer summarizes the training material and discusses next steps At the end, trainer stresses application of training content 	1	2	3	4		
Includes shared activities and includes group interaction**						
<ul style="list-style-type: none"> Shared activities between learners are encouraged The trainer models skills and gives examples of ideas that meet the needs of the learners The training includes variety a different types of experiences Learner has choices for how to participate Does not overuse lecture or any one method 	1	2	3	4		

PLAN AND METHODS FOR INSTRUCTION Trainer uses the right content and supporting material for the training audience	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Plan for Instruction – “The What”						
Handouts/Materials support the content and learning objectives of the unit						
<ul style="list-style-type: none"> Handouts/materials and resources relate to the content and learning objectives 	1	2	3	4		
Handouts/Materials are professionally presented and when applicable, cite references and sources***						
<ul style="list-style-type: none"> Handouts/materials are professional in appearance Resources are properly referenced and sources are cited as needed 	1	2	3	4		
Links content to practical application						
<ul style="list-style-type: none"> Content is linked to application in real world settings Real issues, questions or problems explored with meaningful activities 	1	2	3	4		
Trainer designs content and training plan with the audience in mind. (For example, if it is a training geared toward parents, the language of the training meets this audience and does not include industry jargon)	1	2	3	4		
Suggestions for further learning****						
<ul style="list-style-type: none"> The trainer shares other sources of information and includes suggestions for further learning outside of the training 	1	2	3	4		

PLAN AND METHOD FOR INSTRUCTION TOTAL SCORE: /48

**School readiness refers to learning objectives that link getting children prepared for school success in early childhood settings and building and maintaining school success in school age settings*

***For online courses, we are looking for activities that provide a way to interact with a trainer like written feedback, chat rooms, or discussion boards*

****Appropriate reference information refers to having a citation if the handout(s) and/or material(s) are taken from a published source*

***** The Trainer Approval Board will be looking for suggested activities and/or information that provide opportunities for future learning such as reference lists, other resource material, and/or opportunities for further interaction/conversation with the trainer or learners*