

Midwest PBIS Training or Trainers (TOT) Feedback and Self Assessment Rubric (2019-20)

Preparedness Rubric					
		Rarely (0%-20%)	Occasionally (20%-50%)	Mostly (50%-80%)	Frequently (80%-100%)
	Materials, supplies, technology	Presenter rarely comes prepared with the materials and supplies necessary for the training. Materials, supplies and technology are not set-up ahead of time well in advance of the training. Presenter does not know how to use the technology necessary for the training.	Presenter neglects to bring some of the materials and supplies necessary for the training. Due to forgotten or misplaced materials, supplies, and/or technology the presenter has difficulty completing the appropriate set-up in advance of the training. Trainer did not know how to use a few pieces of technology causing glitches in the training.	Presenter has most of the materials and supplies; however, arrives at the training site with not enough time available to set-up the materials, supplies and technology necessary for the training. A few minor technology glitches occurred that could have been preventable by the trainer; however were not disruptive to the flow of the training. (Barring unforeseen circumstances)	Presenter frequently comes prepared with all the materials and supplies necessary for the training. Materials, supplies and technology are set-up ahead of time well in advance of the training. Technology is in working condition.
	Arrangement of training space	Training site is inappropriately arranged for the activities for the training. (e.g. tables are classroom style when group activities will be needed, anticipatory sets are obstructing participants’ view of the screen)	Training site is arranged appropriately; however the anticipatory sets were not appropriately arranged ahead of time and displayed to enhance content mastery.	Training site may not have been arranged appropriately for the purpose of the activity; however, anticipatory sets were appropriately arranged and displayed ahead of time.	Training site is frequently arranged appropriately for the purpose and activities for the training. (e.g. tables in groups, anticipatory sets are arranged and displayed ahead of time).
	Background	Presenter rarely attempts to gather information about the audiences prior knowledge.	Presenter is aware of the prior knowledge and level of the audience but makes no attempt to adjust content, presenter stories, or pacing of day to effectively meet their needs.	Presenter is aware of the prior knowledge and level of the audience and does attempt to adjust the presentation to meet their needs however, could have done more to enhance the training experience for the audience. (BOQ or TIC used to group teams) ¹	Information is frequently gathered about participants level of understanding, philosophy, and prior training experience before the training occurs.
	Predictable needs	Materials and tools necessary for helping participants are rarely located for audience and are rarely utilized at the appropriate times in the training (i.e. trainer has participants engage in the activity without having participants identify the appropriate items).	At the onset of the training, the trainer does an overview of the materials for the day that will be necessary for the activities participants will be expected to engage in throughout the day. No other mention of those items or their location is made throughout the day and the explanation of those materials causes confusion for	Trainer helps participants locate the appropriate materials and items before activities occur; however the explanation of how to use those materials is not explicit and causes some confusion for participants. Materials available in electronic format and participants create products during training.	Materials and tools necessary for helping participants are frequently located and utilized at the appropriate time in the training (i.e. explaining a document before its use, helping participants identify the paper work necessary to complete an activity ahead of time).

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			participants thus impacting the outcome of the activity.		
	Unpredictable needs	Presenter is rarely able to identify alternate options for unforeseen circumstances causing a great deal of disruption during the training and frustration on the part of participants.	Unforeseen circumstances occurred during the training and trainer was unable to adjust causing pertinent content to be omitted which potentially impacted participants' knowledge	Presenter identifies alternate options for most unforeseen circumstances.	Presenter identifies alternate options for unforeseen circumstances (i.e. technical difficulties, material deficiencies).
	Notes from Midwest (concrete examples/evidence)				
	Trainer Self-Reflection (Areas where I need to improve/have an action plan)				

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Content Rubric				
	Rarely (0%-20%)	Occasionally (20%-50%)	Frequently (50%-80%)	Mostly (80%-100%)
Accuracy	Presenter inaccurately presented the content to participants impacting participant learning.	Presenter had a few minor inaccuracies that didn't appear to impact participant learning. Presenter was at times verbose causing participants to lose attentiveness.	Presenter accurately conveyed training content but may have been too verbose potentially impacting participant learning.	Presenter accurately and succinctly conveys major training concepts.
Knowledgeable	Participant is unable to demonstrate knowledge of the content; which significantly impacts participant learning.	Presenter is only able to demonstrate knowledge regarding the content written on the power point slides. Any deviation from the power point slides significantly baffles the trainer.	Presenter is knowledgeable of content; however, participant questions seemed to baffle the presenter causing participants' questions to not be adequately answered.	Presenter displays in-depth knowledge as evidenced by clear explanations, examples and answers to questions.
Reinforces major concepts	Presenter rarely reviews major concepts throughout the training day.	Presenter introduces major concepts as they occur throughout the training; however sporadically reviews them throughout the training day.	Presenter repeats major concepts (i.e. displays power point slide again and reading from the slide); however does not restate major concepts in a way that promotes embedded learning.	Presenter frequently reviews major concepts (i.e.. after breaks and lunch) in order to embed concepts in participants' memory.
Intended Learning Outcomes	Presenter states the intended learning outcomes at the beginning of the training; however rarely checks for participants' understanding.	Presenter states the intended learning outcomes at the beginning of training and checks for participants' understanding; however does not adapt to participants' needs.	Presenter states the intended learning outcomes at the beginning of training and checks for participants' understanding. Presenter makes some adaptations in order to meet participants' needs.	Presenter clearly states the intended learning outcomes at the beginning of the training and checks for learning throughout the day to determine whether participants are mastering concepts.
Deepening understanding	Presenter rarely uses personal experiences and/or analogies to deepen participants'	Presenter uses inappropriate or excessive personal experiences and/or analogies that do not contribute to	Presenter uses personal experiences and/or analogies for reinforcing content; however, the stories are not	Presenter uses appropriate personal experiences and/or analogies for reinforcing the intended learning outcomes.

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	understanding of the intended learning outcomes.	deepening participants' understanding of the intended learning outcomes.	reinforcing of the intended learning outcomes.	
Notes from Midwest (concrete examples/evidence)				
Trainer Self Reflection (areas where I need to improve/have an action plan)				

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Presentation Rubric				
	Rarely (0-20%)	Occasionally (20%-50%)	Frequently (50%-80%)	Mostly (80%-100%)
Expectations	Presenter is unclear of expectations and routines for the day. This causes participants to engage in off-task behaviors impacting mastery of intended learning outcomes.	Presenter defines, teaches, and models the expectations; however occasional reinforcement of those expectations causes participants to disregard what was expected.	Presenter defines, teaches, models and adheres to the expectations; however does not consistently hold participants accountable for adhering to them.	Presenter defines, teaches, models and adheres to the expectations (i.e. norms, and routines). Participants exhibit clear and consistent understanding of routines and norms throughout the day as demonstrated by their behaviors.
Active Engagement	Presenter rarely uses methods to involve participants in the training. When methods are utilized they are ineffective and alienate the audience.	Presenter utilizes minimal but appropriate engagement techniques.	Presenter consistently uses engagement techniques; however has a limited repertoire.	Effectively uses a variety of methods to involve all participants in the training. (e.g. choral responses, think/pair share, written).
Positive Contact	Presenter makes little or no attempt to develop a relationship with the participants.	Presenter demonstrates efficient use of time during one of the following time periods in the training (before, during, after). The presenter begins to build a relationship with participants; however the relationship goes no farther.	Presenter demonstrates efficient use of time before, during, and after the training. The presenter develops and deepens relationships; however it is consistently with the same participants causing an inequitable division of time.	Presenter demonstrates efficient use of time before, during and after the training to develop and deepen relationships with a wide variety of participants.
Managing Questions & Comments	Presenter is rarely willing to accept questions from the audience (i.e. management style has caused a level of discomfort by participants to ask questions of the presenter).	Presenter accepts questions from participants; however in addressing the questions, the presentation is undermined (i.e. the presenter loses the attention of the audience because they feel as though the question is applicable only to the individual asking it; philosophically charged questions cause tension between the presenter and participant in a public way).	Presenter continues to develop skill to effectively and efficiently address questions from participants (i.e. presenter acknowledges, accepts and possibly delays questions but may have difficulty succinctly restating questions and finding an appropriate analogy to enhance participants' understanding.	Presenter quickly assesses and adjusts to questions and comments from participants in a respectful manner (e.g. Acknowledge, Accept, Analogy; delay for private interactions; listen, turn to entire audience, restate, reword (if necessary).
Pacing, Passion, and Particulars	Presenter is monotone and stationary. Presenter is unable to manage the pacing of the training. If humor is used during the	Presenter demonstrates consistent pacing issues (hurried or lagging). Positioning technique tends to be in one general location. Humor is	Presenter utilizes some of the appropriate positioning technique. Pacing is adequate; however at times the presenter hurries through	Presenter utilizes an energetic, lively pace throughout training and demonstrates effective use of non-verbal communication (i.e. eye

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	training, it tends to be inappropriate.	minimally used to lighten the participants' mood.	the content causing participants to potentially miss key training concepts. Pacing may lag. Presenter utilizes humor to lighten the mood of the participants.	contact, scanning, smiling) Effective positioning (i.e.. proximity, movement) is used and presenter uses humor effectively and respectfully throughout the training. Presenter demonstrates a sense of passion about the training topic.
Notes from Midwest (concrete examples/evidence)				
Trainer Self Reflection (areas where I need to improve/have an action plan)				