

Instructor Observation Rubric

Instructor name: _____ Observed by: _____

Course name: _____ Date: _____ Time Observed: _____

Sponsoring agency: _____

Location: _____

Number of participants: _____

Rubric Score Key

- 1- Needs Support
- 2- Developing
- 3- Effective
- 4- Mastered

1. Professionalism

1. Professionalism	
1a. Creates a professional and welcoming environment	Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> ▪ Arrives prior to class in order to set up the room and have all materials and technology prepared ▪ Greets participants upon their arrival ▪ Introduces her/himself, shares professional background and connection to topic ▪ Dresses in an appropriate and professional style 	
1b. Uses respectful, neutral language	Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> ▪ Instructor remains neutral if discussions about products or institutions occur ▪ Instructor uses inclusive language when possible, but acknowledges and validates differences between programs ▪ Instructor avoids any language that would be considered discriminative, belittling, or derogatory 	
1c. Follows establish DWS, OCC and CAC protocols	Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> ▪ Makes every effort to begin and end class on time ▪ Reviews the Participant Code of Conduct ▪ Speaks specifically about the importance of confidentiality of the children, families, and staff and redirects participants who break confidentiality ▪ Maintains own confidentiality when relating personal anecdotal stories ▪ Demonstrates respect for all employees and policies of CAC, URPD, CPS, DWS, OCC and CCL ▪ Maintains scheduled class times; does not “release early” or “skip breaks.” ▪ Teaches curriculum with fidelity 	
Total Professionalism Score:	/ 12

2. Effective Instructor Abilities	
2a. Presentation skills	Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> ▪ Speaks and writes clearly, correctly and coherently ▪ Maintains professional boundaries; refrains from behaving in overly casual behaviors with participants ▪ Is familiar with course content and flow; transitions between topics smoothly ▪ Is upbeat and positive; models enthusiasm for content ▪ Pleasant, conversational style 	
2b. Orients participants	Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> ▪ Reviews agenda for the class ▪ Posts agenda for the class; crosses off topics covered ▪ Implements effective transitions between activities; prepares participants for new topics ▪ Has all handouts in order and is familiar with content on handouts ▪ Keeps the course focused; uses alerts or other mechanisms for transitions or gaining attention ▪ Addresses misunderstandings and clarifies politely 	
2c. Guides participant conversation and engagement	Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> ▪ Listens actively, without agenda, and is responsive to needs and questions ▪ Spends minimal time behind a podium or desk; moves throughout entire room during class ▪ Summarizes participants' input to ensure it is understood correctly, before answering questions ▪ Asks open-ended questions to facilitate conversation ▪ Offers opportunities for participants to interact with others with whom they may not typically work ▪ Checks in with group regarding pacing and learning goals throughout class ▪ Thinks quickly and reacts appropriately to unexpected questions and situations ▪ Calms disturbances and eases embarrassments 	
Total Instructor Abilities Score:	/ 12

3. Knowledge of Subject Matter	
3a. Demonstrates a broad and deep knowledge of content	Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> ▪ Is able to supplement curriculum with appropriate, applicable information and examples based on best practices ▪ Helps participants understand content and apply to their own everyday practices ▪ Personal anecdotes are topical and further the learning of the participants 	

3b. Understands child growth and development		Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> ▪ Demonstrates a comprehensive knowledge of the ages and stages of child development ▪ Identifies age-appropriate behaviors and gives suggestions for managing and engaging with different age groups ▪ Demonstrates ability to explain and suggest developmentally appropriate practices for all ages of children ▪ Knowledgeable about theories (e.g. Piaget, Erikson) ▪ Knowledgeable about appropriate and inappropriate guidance techniques; gives multiple examples of appropriate techniques for situations participants refer to during the class 		
3c. Understands the child care landscape in Utah		Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> ▪ Shows awareness and respect for different child care settings and is able to adapt materials to support all types of providers ▪ Understands the role of child care licensing and is familiar with licensing regulations (though does not act as an “expert” for licensing) ▪ Understands the relationship between URPD, DWS, OCC, and CACs as well as additional child care agencies in Utah 		
Total Knowledge of Subject Matter Score:		/ 12

4. Knowledge of Adult Learning (Andragogy)		
4a. Creates a comfortable physical environment		Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> ▪ Room set up fosters ability for breakout groups and small group discussion ▪ All participants are able to see content displayed ▪ Participants are told about locations for restrooms, parking and exits ▪ Name tents are available to help participants’ get to know one another’s names ▪ Supplies are clean and in good working order ▪ Instructor does everything possible to make adaptations for the comfort of participants 		
4b. Maintains a respectful environment		Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> ▪ Creates a socially and emotionally safe space ▪ Ensures examples and discussions demonstrate relevant cultural sensitivity and diversity ▪ Redirects or corrects statements made by participants that show stereotyping or bias ▪ Shows interest in new ideas and respects different viewpoints; is open to participant’s challenges ▪ Manages impact of sensitive materials 		

<ul style="list-style-type: none"> Facilitates in a way that helps participants build relationships of support with each other 		
4c. Ensures active learning environment		Score:
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> Expects on-task, engages behavior; redirect participants as necessary Discovers (by means of discussion, ice-breakers, etc.) what participants already know about the topic and gears content so as not to bore Uses scaffolding techniques to build off of prior knowledge Explains expectations for sustained participation in activities and discussions Uses evaluation techniques to assess participants' understanding of content and application of concepts Allows adequate time for participants to respond to questions or give comments Monitors activities and conversations in small groups (rather than remaining at front of room) Asks for participants' input when summarizing main concepts 		
Total Knowledge of Adult Learning Score:		/ 12

The purpose of this observation tool is to provide practical feedback regarding areas of strength, growth and further development. In order to support your success and maintain your approval as a Career Ladder instructor, your training coordinator or training supervisor will communicate with you regarding areas in which an observation of “1 – Needs Support” or “2 – Developing” is noted.

Development Plan -

Areas of growth:

Supports needed:

Planned follow-up (including timeline):

Instructor: _____

Observer: _____

Thank you for your commitment to providing quality courses to Utah's early childhood and youth workforce!