

Training Facilitator Evaluation Rubric

Competency	3 - Master Facilitator	2 - Proficient Facilitator	1 - Developing Facilitator	Score
Subject Matter Expertise	<ul style="list-style-type: none"> • Mastery over the content of the training session to the extent that they could have written the training program. • Can answer all participant questions about the topic with confidence and accuracy. 	<ul style="list-style-type: none"> • Can answer many participant questions about the topic with confidence and accuracy. • Presents content with relative fluency and comfort. 	<ul style="list-style-type: none"> • Can present technical aspects of the training program with fluency after studying the materials. • Willing to say: "I'm not sure, but I can get back to you" when asked a question that they don't have an answer for. 	
Presentation Skills	<ul style="list-style-type: none"> • Transitions fluidly between delivering content, giving clear instructions for activities, monitoring activities, and asking debriefing questions to check for understanding. • Appears poised and confident, with every move, action, and element of body language in front of the learners having intention and purpose. • Uses stories, analogies and metaphors that are well-thought out and tightly crafted to make concepts more real for the learners. • Consistently offers opportunities for participants to share their experience and prior knowledge when introducing new concepts. • Offers specific, honest, and candid feedback that builds upon learners' strengths and identifies areas for improvement. 	<ul style="list-style-type: none"> • Uses training materials as a guide and reference tool to navigate and transition between content delivery and activities. Asks debrief questions as written. • Appears comfortable in front of the learners, and limits body language "ticks" such as pacing back and forth. • Uses stories, analogies, and metaphors to illustrate key concepts, though they may lack structure, meander, or run long and/or not resonate with all learners. • Allows participants opportunities to share their own experiences and stories "from the field", particularly when time permits. • Acknowledges participant contributions and provides relevant and specific feedback. 	<ul style="list-style-type: none"> • Can monopolize "airtime" for speaking, providing limited (or no) opportunities for participants to share their thoughts and experiences. • Makes an effort to stand before the learners and to project confidence while delivering content and navigating activities. • Occasionally offers stories, analogies, or metaphors to clarify key concepts. • Provides occasional opportunities for participants to share their experiences. • Asks participants to hold comments and questions until the end and opens the floor for discussion, time permitting. 	

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Flexibility	<ul style="list-style-type: none"> • Adeptly balances the task of delivering instruction according to the day's agenda and timeline with the need of spending more time in certain areas or the possibility to spend less time in other areas based upon the needs of the learners. • Finds appropriate ways to demonstrate "ownership" of the topic and concepts being taught by sharing personal anecdotes and stories to make the learning more personal and the concepts more concrete. • Uses the three core tenets of improv by 1. Listening to the questions and needs of the learners, 2. Finding ways and reasons to respond to learner questions and comments with "Yes, and...", and 3. Making sure that everyone that puts forth effort in the training session looks good. 	<ul style="list-style-type: none"> • Able to stick to the agenda, lesson plan or curriculum while allowing learners opportunities to get involved. Can run long on some activities and needs to rush or cut later activities. • Generally embraces lessons as written while providing appropriate commentary to highlight key concepts. • Listens to questions, concerns and confusions from the learner and keeps lessons on track by using the parking lot (although if time runs out, the items in the parking lot may never be addressed). 	<ul style="list-style-type: none"> • Maintains time for each component, activity, or lecture, ensuring the session stays on time and limits discussion if it will force a component to run long OR allows time for discussion, questions and activities while needing to rush through or skip other sections altogether. • Using trainer/facilitator guide and/or the PowerPoint as a script to present content and key concepts, OR sets aside trainer/facilitator guide and/or slides to focus on areas they think are important based on their own experience. 	
Results-focused	<ul style="list-style-type: none"> • Manages time to ensure there is adequate opportunity to debrief each activity or piece of content and discuss how activities and content will transfer to the real-world context. • Intentionally works to create and maintain a safe learning environment throughout the session, consistently acknowledging learners' effort and, when necessary, re-directing disruptive participants. • Uses participant-centered learning objectives to guide all content, activities and discussion. • Delivers instructionally-sound lessons without pause or hesitation. 	<ul style="list-style-type: none"> • Gets through all materials and content, and when possible, makes a connection between lessons and real-world application. • Creates an environment in which all learners feel welcome and encourages participation through clear activity instructions while monitoring participation levels in individual, small and large group activities as appropriate. • Uses familiarity of the content and real-world experience to guide all content, activities, and discussion. • Generally adheres to training materials and program sequence and flow. 	<ul style="list-style-type: none"> • Puts forth an effort to debrief and/or summarize each section, making real-world connections before moving on. • Encourages participation in all activities and to ask questions when there is a lack of clarity or confusion. • Has a vision for what needs to be covered and discussed during the session. 	