State Approved Early Childhood Professional Development Training Scoring Rubric – Hybrid Process

Directions and Guidance
- Carefully review the training approval guidelines and use the scoring rubric to evaluate the Application for Approval materials.
- Read each indicator description carefully and enter the score (0, 3, or 5) that matches your assessment of the Application for Approval.
  - Do not mark between scores (example 4 points).
- Score exceptional indicators with a 5.
- It is required that Reviewers provide a justification for a score of 0 or 3 within the comment section below each criterion within the designated category. Please include recommendations on how the applicant can improve the Application for Approval.
- Enter Category Scores and Total Score as indicated.
- Proprietary Training:
  - Proprietary training applications require submission of the Application for Approval and Handouts (if applicable). Additional documentation is optional.
  - Complete the Organization, Content, and Presentation sections of the Scoring Rubric.
  - Training applications must meet the minimum total average score of at least 59 points plus a Content Category score of at least 29 points in each of the two reviews.

Title of the submitted training:_____

Proprietary Training Category Scores

Organization: _____/25
Content: _____/35
Presentation: _____/15
Total Score: _____/75

Name of Reviewer: I, _____have carefully evaluated the training Application for Approval using the criterial established in the approval rubric. As the peer reviewer I am including my signature _____and the date _____of the completed rubric.

Scoring Rubric - ORGANIZATION

ORGANIZATION CRITERIA	0	3	5	SCORE
All written materials submitted use quality writing, grammar, spelling, and mechanics.	The *Application for Approval* and supporting documents are poorly written and has more than 6 errors in	The *Application for Approval* and supporting documents has few errors	The *Application for Approval* and supporting documents are clearly written with no errors in	

	grammar, spelling, and mechanics.	in grammar, spelling, and mechanics.	grammar, spelling, and mechanics.	
Comments:				
The training description, learning objectives, content, and activities are consistent with one another throughout the training materials.	Does Not Meet Training description, learning objectives, content, and activities are not consistent with one another throughout the submitted materials.		Meets Training description, learning objectives, content, and activities are consistent with one another throughout the submitted materials.	
Comments:				
Specifies realistic and measurable learning objectives and each aligns with a Kansas Core Competency	Does Not Meet None of the learning objectives are realistic, written in measurable terms, or do not align with a Kansas Core Competency area(s).		Meets All of the learning objectives are realistic, written in measurable terms, and align with a Kansas Core Competency area(s).	
Comments:				
Primary reference/resource cited is reputable, published within 7 years, and appropriate for use as the foundation of training content.	Does Not Meet Primary Reference/Resource cited is not reputable, published within 7 years, or appropriate for use as the foundation of training content.		Meets Primary Reference/Resource cited is reputable, published within 7 years, or appropriate for use as the foundation of training content.	
Comments:				
Timeline reflects adequate time for content, activities, and evaluation (excluding breaks).	Timeline allotted for content, activities, and evaluation is not adequate.	Timeline allotted for content, activities, and evaluation is somewhat adequate.	Timeline allotted for content, activities, and evaluation is clearly adequate.	
Comments:				
			ORGANIZATION Category Total Score	/25

Overall Comment for Organization:

Scoring Rubric – CONTENT

CONTENT CRITERIA	0	3	5	SCORE
Training description clearly explains the content of the training, the appropriate audience, the benefits to the participants, and if applicable if the content meets specific requirements. (annual health and safety and how many hours of the content apply)	Training description does not explain the content of the training, the appropriate audience, or the benefits to the participants.	Training description somewhat explains the content of the training, appropriate audience, and the benefits to the participants.	Training description clearly explain the content of the training, appropriate audience, and the benefits to the participants.	
Comments:				
The Application for Approval provides sufficient information specific to the training content, KS Core Competencies, learning objectives, and activities.	Does Not Meet The *Application for Approval* does not provide sufficient information specific to training content, Kansas Core Competencies, learning objectives, and activities.		Meets The *Application for Approval* clearly provides sufficient information specific to training content, Kansas Core Competencies, and learning objectives, and activities.	
Comments:				
The Application for Approval incorporates learning objectives and activities to measure learning.	Does Not Meet The *Application for Approval* does not provide learning objectives or activities that can measure learning.		Meets The *Application for Approval* provides learning objectives or activities that can measure learning.	
Comments:				
Addresses the targeted Kansas Core Competency area(s).	Does Not Meet Content does not match the targeted Kansas Core Competency area(s).		Meets Content addresses the targeted Kansas Core Competency area(s)	
Comments:				

The *Application for Approval* provides information explaining how the course addresses inclusionary practices.	Does Not Meet The *Application for Approval* does not provide enough information to explain how the content addresses inclusionary practices.		Meets The *Application for Approval* provides enough information to explain how the content addresses inclusionary practices.	

Comments:

The *Application for Approval* provides information explaining how the course addresses principles of cultural responsiveness.	Does Not Meet The *Application for Approval* does not provide enough information to explain how the content addresses practices of cultural responsiveness.		Meet The *Application for Approval* s enough information to explain how the content addresses practices of cultural responsiveness.	

Comments:

Content and learning objectives reflect current national standards/guidelines, regulations, and/or best practices for early care and education.	Does Not Meet Content does not reflect current national standards/guidelines, regulations, and/or best practices for early care and education.		Meets Content reflects current national standards/guidelines, regulations, and/or best practices for early care and education.	

Comments:

CONTENT Category Total Score	/35

Overall Comment for CONTENT:

Scoring Rubric – PRESENTATION

PRESENTATION CRITERIA	0	3	5	SCORE
The pace, flow, and training activities are appropriate for the topic and length of the training.	Does Not Meet The pace, flow, and activities of the presentation		Meets The pace, flow, and activities of the	

	are not appropriate for the topic and length of the training.		presentation are clearly appropriate for the topic and length of the training.	
Comments:				
Training content clearly connects to practical application and meets the needs of professionals in the workforce.	Practical application is not linked to content and does not meet the needs of the professionals in the workforce.	Practical application is somewhat linked to content and the needs of professionals in the workforce.	Practical application is clearly linked to content and meets the needs of professionals in the workforce.	
Comments:				
Methods of delivery clearly reflect a variety of learning styles, are appropriate for adult learners, and promote active learning.	Delivery methods do not reflect a variety of learning styles, are not appropriate for adult learners, and do not promote active learning.	Delivery methods somewhat reflect a variety of learning styles, are not appropriate for adult learners, and somewhat promote active learning.	Delivery methods clearly reflect a variety of learning styles, are appropriate for adult learners, and promote active learning.	
Comments:				
			PRESENTATION Category Total Score:	/15

Verifications and Agreements

Review of Developer's Competence for this Training Topic.		
Directions: Select "Demonstrates" or "Does Not Demonstrate" to indicate whether the developer's self-reported experience generally qualifies them to develop training on this topic. If "Does Not Meet" is selected, add explanation in Comments.		
Developer Self-Reported Experience	**Verification Statement**	**Demonstrates / Does Not Demonstrate**

Developer's self-reported experience in the Application for Approval demonstrates competency in this training topic.	I certify that I have reviewed the developer's self-reported experience in the Application for Approval and find it supports their qualifications to develop this training topic.	

Comments:

Review of Online Training Delivery Format Requirement

Directions: Select "Meets" or "Does Not Meet" online training approval requirements. If the training does not meet all requirements for approval in an online delivery format, the Application for Approval is denied.

Online Training Delivery Requirements	To meet the requirements for approval in an online delivery format, training must clearly demonstrate engagement within the training and interaction between the learner and a State approved trainer. Trainer and learner engagement must occur during the online session and not be limited to AI generated feedback after completion of the training.	**Meets / Does Not Meet**

Comments:

Review of Special Training Requirements and Hours

Directions:
Requirement: Select "Meets' or "Does Not Meet" for any special training requirements. Information should align with the Training Description, Professional Role selected, and KS Core Competencies Alignment Section of the Application for Approval.
Hour(s): Enter the number of hours the content and learning activities that specifically align to the special training requirement.
- Note: A training may meet both Infant Specific and Annual Health and Safety OR Director/Administrator and Annual Health and Safety but cannot meet both Infant Specific and Director/Administrator.

Training Requirement	Special Training Requirement	Special Training Requirement and Hour Review
Infant Specific Training Requirement	To meet this requirement, the learning objective(s), training description, and Professional Role filter must clearly demonstrate the content is targeted specifically to infants ages birth-15 months.	**Meets / Does Not Meet**
	Infant specific training hours must align with the KS Core Competency alignment table Activity Time information.	**Hours Reviewed**
Director/Administrator Training Requirement	To meet this requirement, the learning objective(s), training description, and Professional Role filter must clearly demonstrate the content is targeted specifically to professionals in the Director or administrator role.	**Meets / Does Not Meet**
	Director/Administrator training hours must align with the KS Core Competency alignment table Activity Time information.	**Hours Reviewed**

Initial Health and Safety Training Requirement	To meet this requirement, the learning objective(s) and training description must clearly identify one of the KDHE identified initial Health and safety topics. Refer to the Health and Safety Required Topics table below.	**Meets / Does Not Meet**
	Initial Health and Safety training hours must align with the KS Core Competency alignment table Activity Time information.	**Hours Reviewed**
Annual Health and Safety Training Requirement	To meet this requirement, the learning objective(s) and training description must clearly identify one of the KDHE identified annual Health and safety topics. Refer to the Health and Safety Required Topics table below.	**Meets / Does Not Meet**
	Annual Health and Safety training hours must align with the KS Core Competency alignment table Activity Time information.	**Hours Reviewed**

Comments:	

Reviewer Agreements	

Statements of Agreement **Directions:** Select "I agree" to indicate you have reviewed the statements and agree to them.	**Indicate Agreement**
As the Reviewer for this application, I certify that I have reviewed and verified that this training meets any KDHE special training requirements identified above.	"I agree"
Confidentiality and Non-Disclosure "I agree to maintain confidentiality and will not use, share, or distribute any training content, materials, or proprietary information reviewed for my personal or professional purposes." **Ethical and Objective Review** "I commit to conducting an ethical, objective, and unbiased review of each training application, evaluating content solely on its merits and alignment with established standards." **Conflict of Interest** "I affirm that I have no conflict of interest with the developer or organization submitting the training for approval. If a potential conflict arises, I will immediately disclose it and recuse myself from the review."	

Intellectual Property Respect "I acknowledge that all training content reviewed remains the intellectual property of the submitting developer or organization, and I will not replicate or repurpose any part of the content for personal use." **Commitment to Professional Standards** "I agree to uphold professional standards throughout the review process, ensuring that my evaluations are fair, thorough, and in compliance with program policies." **Accuracy and Diligence** "I certify that I will review all provided materials accurately and diligently, making every effort to provide constructive feedback and ensure my review aligns with the program's training quality standards."	

Health & Safety topic areas:
- Recognizing the signs of child abuse or neglect; knowledge on the prevention of child maltreatment, shaken baby syndrome, and abusive head trauma; and the reporting of suspected child abuse or neglect
- Prevention and Response to Food Allergies
- Emergency Preparedness and Response Planning
- Handling and Storage of Hazardous Materials and Bio-contaminants
- Recognizing a sick child and prevention and control of infectious diseases, including immunizations
- Administration of Medication
- Building and Physical Premise Safety
- SIDS and Safe Sleep Practices
- Precautions when Transporting Children