Training Session for Policy Implementation Scoring Guide

| CRITERIA | NON-PERFORMANCE | BASIC | PROFICIENT | DISTINGUISHED |
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| Summarize evidence-based strategies for working with a selected role group to promote their buy-in and prepare them to implement a new policy and apply associated practice guidelines to their work. | Does not suggest approaches for working with a specific group to ensure buy-in and preparedness to implement a policy and apply practice guidelines. | Suggests poorly-developed approaches for working with a specific group, which will not clearly ensure buy-in and preparedness, or strategies are not supported by evidence. | Summarizes evidence-based strategies for working with a selected role group to promote their buy-in and prepare them to implement a new policy and apply associated practice guidelines to their work. | Succinctly summarizes evidence-based strategies for working with a selected role group to promote their buy-in and prepare them to implement a new policy and apply associated practice guidelines to their work. Argues effectively for the efficacy of these strategies and suggests insightful measures indicative of early success. |
| Explain the impact of a new policy and practice guidelines. | Does not describe a new policy and practice guidelines. | Describes a new policy and practice guidelines. | Explains the impact of a new policy and practice guidelines. | Explains the impact of a new policy and practice guidelines. Offers clear insight into their implementation and effects on the role group’s daily work routines and responsibilities. Interprets complex policy considerations or practice guidelines with respect and clarity. |
| Justify the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work. | Does not justify the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work. | Presents unconvincing justification for the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work. | Justifies the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work. | Justifies the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work. Presents a compelling and persuasive argument that will appeal to the group. |
| Explain a selected role group’s importance in implementing a new policy and practice guidelines. | Does not describe the selected group’s role in implementing a new policy and practice guidelines. | Describes the selected group’s role in implementing a new policy and practice guidelines. | Explains a selected role group’s importance in implementing a new policy and practice guidelines. | Provides a clear, concise, explanation of a selected role group’s importance in implementing a new policy and practice guidelines. Suggests an empowering, future vision highlighting the positive contributions of the group. |
| Determine appropriate and effective instructional content, learning activities, and materials for a training session. | Does not describe instructional content, learning activities, and materials for a training session. | Describes instructional content, activities, and materials for a training session. | Determines appropriate and effective instructional content, learning activities, and materials for a training session. | Determines appropriate and effective instructional content, learning activities, and materials for a training session. Provides convincing justification for the effectiveness of each proposed activity in supporting learning and skill development, exhibiting insight into the group’s work and the particular demands of implementing a new policy and practice guidelines. |
| Organize content so ideas flow logically with smooth transitions. | Does not organize content for ideas to flow logically with smooth transitions. | Organizes content with some logical flow and smooth transitions. | Organizes content so ideas flow logically with smooth transitions. | Organizes content so clarity is enhanced and all ideas flow logically with smooth transitions. |
| Support main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence. | Does not support main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence. | Sources lack relevance or credibility, or the evidence is not persuasive or explicitly supportive of main points, assertions, arguments, conclusions, or recommendations. | Supports main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence. | Supports main points, assertions, arguments, conclusions, or recommendations with relevant, credible, and convincing evidence. Skillfully combines virtually error-free source citations with a perceptive and coherent synthesis of the evidence. |