

Reflection	Non-Use	Beginning	Routine	Refined
Coherence among learning opportunities offered to staff	Utilizes one-shot workshops that have no relevance to program goals and outcomes	Minimal connection of training to program goals and outcomes	All training offered connect to program goals and outcomes	All training provided is not only connected to program goals and outcomes, but builds upon the previous training and is part of an individual's professional development plan.
Use supervision and other opportunities for reflection to complement in-service training	Supervision is used as a way to discipline staff or play 'gotcha' and has little or no tie in to training	Supervision uses strengths and encouragement on occasion, but is mostly punitive in nature. Some tie in to training.	Almost all supervision and other opportunities for reflection complement in-service training	All supervision and reflection are directly connected to in-service training and opportunities for expanded knowledge and growth are presented and encouraged
Build and maintain trust and security	Supervisor has little or no trust in or from their staff and they are not secure enough in their position to freely express themselves	Supervisor has some trust from their staff and they feel somewhat secure in expressing themselves	Supervisor has the trust of all of his/her staff and all feel secure to express themselves freely	Supervisor has the trust of all of his/her staff and all feel secure to express themselves freely. Supervisor also trusts her staff and is secure in their commitment to the program goals and outcomes.
Confirm purpose and role	Supervisor never confirms the purpose of a training, meeting, or project and staff are often unsure of their role	Supervisor occasionally confirms the purpose of a training, meeting or project and occasionally outlines roles of the staff	Supervisor consistently confirms the purpose of a training, meeting, or project and consistently outlines roles for the staff	Supervisor always confirms the purpose of a training, meeting or project and always outlines the roles for themselves, the staff and families.

Set clear boundaries and expectations for mutual respect	There is not an expectation of mutual respect during training or meetings. Many carry on their own conversations with no regard to the trainer or supervisor. The Supervisor has difficulty “reining in” the staff to get back on topic.	Some meetings/training do have boundaries for mutual respect, while others do not. Staff is not consistently engaged.	All meetings/trainings have boundaries and expectations for mutual respect. Supervisor/trainer treats staff with respect and staff treat supervisor/trainer with respect	All meetings/trainings have boundaries and expectations for mutual respect. Supervisor/trainer treats staff with respect and staff treat supervisor/trainer with respect. Staff also exhibit mutual respect for each other and supervisor/trainer exhibits respect by acknowledging questions/concerns that are off topic and arranging to answer those questions in the future or after the training or meeting has adjourned.
Link content with life experiences	Information is shared with no relevance to real life or how it affects real people	Some information shared is relevant to real life and how it might affect real people	All information shared is relevant to real life and how it affects real people. Supervisor/trainer shares stories to help link content with life experiences.	All information shared is relevant to real life and how it affects real people. It is clearly connected to life experiences through stories of the supervisor/trainer as well as through stories from the staff.
Use a reflective approach to encourage self-awareness	No reflection is used by Supervisor	Some reflective statements are used when meeting with staff, but not to the degree that encourages self-	A reflective approach is used on a regular basis. Staff are used to it and also use a reflective approach with each other	A reflective approach is used on a regular basis. Staff are used to it and also use a reflective approach with

		awareness	and program families	each other and program families. Supervisor regularly uses inquiry and observation to deepen self understanding.
Use scaffolding to support new ways of being and doing	Training is done with no regard to strengths staff already have; no reference to existing work is discussed or considered; no skills, words, or role playing is encouraged	Training is done with some regard to staff strengths. Some discussion about how this fits in to existing work and some words, phrases are given to help practice new information	Training is planned and implemented based on staff strengths and built upon. Existing work is always considered and how the new information fits; role playing as well as practice statements are provided.	Training is planned and implemented based on staff strengths and built upon and used to magnify program strengths. Existing work is always considered and how the new information fits, how it will affect the staff and whether or not it will add new responsibilities; practice statements are role played.
Think Ecologically	Supervisors /trainers do not take into account the program culture, history, who they are working with or their own credibility as supervisors/trainer	Supervisors /trainers somewhat take into account the program culture, history, who the participants are including their culture and background. Have very little understanding of their own credibility as supervisors/trainers	Supervisors/trainers take into consideration the program culture and history, who the participants are, their culture, background, etc.; and have a good understanding of their own credibility as supervisors/trainers.	Supervisors/trainers take into consideration the program culture and history, who the participants are, their culture, background, etc.; and have a good understanding of their own credibility as supervisors or teachers. Adequate time is given for practice before new information is shared and are

				able to recognize their own strengths and their own limitations.
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Norman-Murch & Wollenburg (2000).