

DIVERSITY, EQUITY AND INCLUSION RUBRIC FOR SUPPLEMENTAL WORKFORCE TRAINING MATERIALS

EQUITY

THE CONDITION AND THE PROCESS TOGETHER THAT WOULD BE ACHIEVED IF THE IDENTITIES ASSIGNED TO HISTORICALLY OPPRESSED GROUPS NO LONGER ACT AS THE MOST POWERFUL PREDICTOR OF HOW ONE FARES

ACHIEVING EQUITY

ELIMINATE THE ROOT CAUSES OF INEQUITIES THAT REINFORCE OR FAIL TO ELIMINATE DISPROPORTIONAL OUTCOMES

RACIAL EQUITY

THE CONDITION ACHIEVED IF ONE'S RACIAL AND ETHNIC IDENTITY NO LONGER PREDICTS HOW ONE FARES. TO ACHIEVE RACIAL JUSTICE, WE NEED TO ELIMINATE POLICIES, PRACTICES, CULTURAL MESSAGES, AND HARMFUL NARRATIVES THAT PERPETUATE, UPHOLD, OR FAIL TO ELIMINATE RACISM

NCWE CORE VALUES: <https://www.ncwe.org/page/about>

- This rubric seeks to support the intentional development of equitable, diverse, and inclusive (DEI) workforce training materials.
- The tool is not exhaustive and rather is designed to help guide and focus content development around best practices in DEI.
- Many of the suggested guidelines adopt a [Universal Design for Learning \(UDL\)](#) framework and are effective teaching and learning practices.
- A “Comments” section is provided to promote implementation through reflection by individual practitioners or discussion between course designers and instructors.

Learning Material Title	Trades Customer Service Level 2: Creating Favorable Impressions		
Learning Material URL			
File Type and Size	PowerPoint, 27 Pages, 9.1MB		
Reviewer	Fieth Consulting, LLC Team		
Date Review Completed	7/6/2023		
Total Score (Content + Pedagogy Scores)	35 / 39 Possible Points		
Criteria	Exemplary	Fair	In Progress
Content	3 Points per Bullet	2 Points per Bullet	1 Point per Bullet

<p>To what extent the content meets the needs of diverse populations, is considered equitable to user needs, and inclusive of race, religion, age, gender, sexual orientation and/or identity.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Content consistently and effectively represents diverse perspectives and experiences. <input checked="" type="checkbox"/> Content accurately reflects the experiences and perspectives of underrepresented groups. <input checked="" type="checkbox"/> Content demonstrates a deep understanding of the complexities of diversity, equity, and inclusion. <input checked="" type="checkbox"/> Learners are able to see themselves represented in the course content and/or discipline. <input checked="" type="checkbox"/> Multiple viewpoints and perspectives on course topics are included and represented accurately. <input checked="" type="checkbox"/> Evidence of equitable access to course materials and spaces for all learners clearly exists. <input checked="" type="checkbox"/> Content is well-organized and easy-to-follow. 	<ul style="list-style-type: none"> <input type="checkbox"/> Content somewhat represents diverse perspectives and experiences. <input type="checkbox"/> Content somewhat accurately reflects the experiences and perspectives of underrepresented groups. <input type="checkbox"/> Content demonstrates a basic understanding of the complexities of diversity, equity, and inclusion. <input type="checkbox"/> Learners may be able to see themselves represented in the course content and/or discipline occasionally but not consistently. <input type="checkbox"/> Multiple viewpoints and perspectives on course topics are sometimes included and may be represented accurately. <input type="checkbox"/> Some evidence of equitable access to course materials and spaces for all learners exists. <input type="checkbox"/> Content is somewhat organized but may not be easy-to-follow. 	<ul style="list-style-type: none"> <input type="checkbox"/> Content rarely or never represents diverse perspectives and experiences. <input type="checkbox"/> Content inaccurately reflects the experiences and perspectives of underrepresented groups. <input type="checkbox"/> Content demonstrates little understanding of the complexities of diversity, equity, and inclusion. <input type="checkbox"/> Learners are not able to see themselves represented in the course content and/or discipline. <input type="checkbox"/> Multiple viewpoints and perspectives on course topics are not included and/or represented accurately. <input type="checkbox"/> No evidence of equitable access to course materials and spaces for all learners exists. <input type="checkbox"/> Content is disorganized and difficult to follow.
<p>Content Score</p>	<p><u>21</u> / 21 Possible Points</p>		

<p>Content Comments</p>	<p>Evaluating this document scores it in the Exemplary level, a perfect score of 21. The content is very well organized and easy-to-follow. This presentation has included images that better represent diverse groups of learners. This learning material prompts students to connect the content to their own lives by helping them to understand the value of customers and their needs. The purpose of the document is to help students to understand and explain the crucial role of excellent customer service in retaining clients and maintaining a positive company image in the construction sector.</p>		
<p>Design Resources</p>	<p>Image Collection Drop Box: https://www.dropbox.com/home/NGJAC%20Images Student Engagement AMEy link https://harper-academy.net/on_demand/aemy/index.html#userbookmark_AEMy-main Check for Understanding link: https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf</p>		
<p>Pedagogy</p> <p>To what extent the content meets the needs of diverse populations, is considered equitable to user needs, and inclusive of race, religion, age, gender, sexual orientation and/or identity.</p>	<p>3 Points per Bullet</p> <ul style="list-style-type: none"> <input type="checkbox"/> The design and delivery are inclusive and accessible to all learners, taking into account diverse learning styles and needs. <input checked="" type="checkbox"/> The material creates a welcoming and inclusive environment for all learners regardless of identity. <input type="checkbox"/> Content effectively uses a variety of media and formats to enhance learning and increase learner engagement. <input checked="" type="checkbox"/> Images, representations, readings and sources strongly reflect diversity. <input type="checkbox"/> Activities require learners to connect course content to their own lives and/or reflect on course content in relation to a variety of perspectives. 	<p>2 Points per Bullet</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The design and delivery are generally inclusive, but some areas may warrant improvement to better accommodate diverse learners. <input type="checkbox"/> The material creates a positive learning environment for most learners but could do more to be inclusive to all. <input checked="" type="checkbox"/> Some content uses media and formats to enhance learning. <input type="checkbox"/> Some images, representations, readings and sources reflect diversity. <input checked="" type="checkbox"/> Some activities require learners to connect course content to their own lives and/or reflect on course content in relation to a variety of perspectives. 	<p>1 Point per Bullet</p> <ul style="list-style-type: none"> <input type="checkbox"/> The design and delivery are not inclusive or accessible to all learners, and do not create a positive learning environment for all. <input type="checkbox"/> The material does not create a positive learning environment for most learners. <input type="checkbox"/> Content uses minimal or no media and formats to enhance learning. <input type="checkbox"/> Images, representations, readings and sources do not reflect diversity. <input type="checkbox"/> Activities do not require learners to connect course content to their own lives and/or reflect on course

	<input type="checkbox"/> Activities require learners to connect course content to their own communities and/or social and cultural groups of reference, and the socio-cultural backgrounds of others.	<input checked="" type="checkbox"/> Some activities require learners to connect course content to their own communities and/or social and cultural groups of reference, and the socio-cultural backgrounds of others.	<p>content in relation to a variety of perspectives</p> <input type="checkbox"/> Activities do not require learners to connect course content to their own communities and/or social and cultural groups of reference, and the socio-cultural backgrounds of others.
Pedagogy Score	_____ 14 _____ / 18 Possible Points		
Pedagogy Comments	Overall, this presentation is well done and scored in the Fair level for pedagogy. This learning material includes a student engagement activity that uses a constructive customer interaction simulation and a check for understanding section consisting of 10 questions. The author has done a very nice job including images that represent diverse groups of learners. See the url links below for additional ideas.		
Design and Pedagogy Resources	Image Collection Drop Box: https://www.dropbox.com/home/NGJAC%20Images Student Engagement AMEy link https://harper-academy.net/on_demand/aemy/index.html#userbookmark_AEMy-main Check for Understanding link: https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf		

"Diversity, Equity and Inclusion Rubric for Supplemental Workforce Training Materials " created by [Fieth Consulting, LLC](#) for [National Green Jobs Advisory Council](#), [National Council Workforce Education](#) is licensed under [CC BY 4.0](#) / A derivative from the [original work](#)