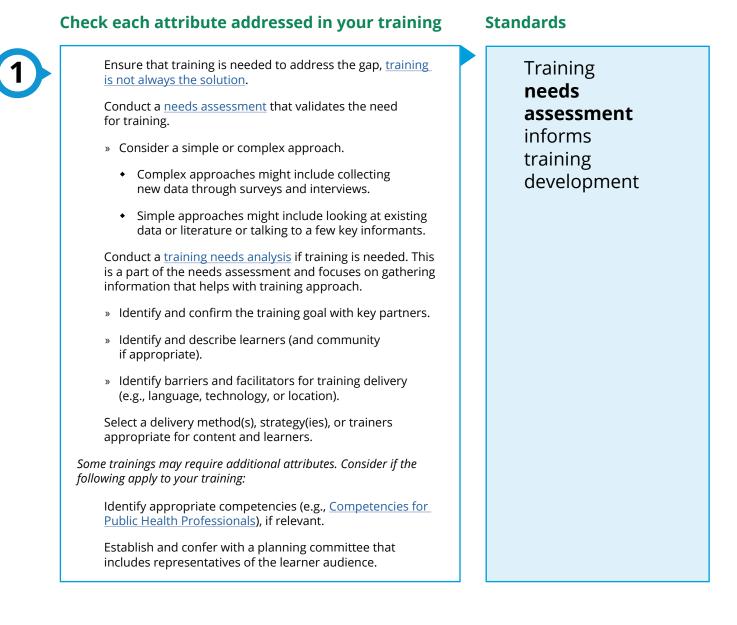
CDC QUALITY TRAINING DEVELOPER CHECKLIST

This checklist is for training developers to use throughout the planning and development process to ensure their training meets <u>CDC's Quality Training Standards</u>. Many of these standards align with the <u>Training Effectiveness Predictors</u>, which summarizes published evidence on transfer of learning.

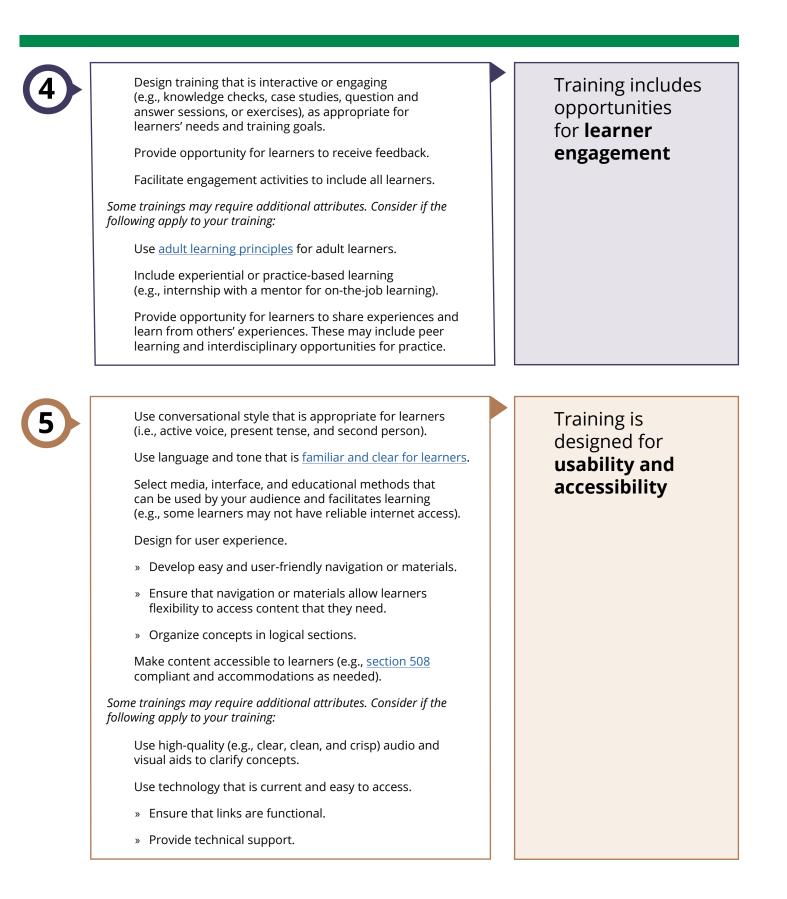
Instructions

Listed below are the related training attributes for each Quality Training Standard. A quality training is one that meets **all** eight standards. To meet a standard, your training **must address each required attribute**. Also your training should address the additional attributes (listed below the required attributes) if they apply to your specific learners or training goals. Check the box for each attribute you addressed in development of your training. Check the box for a standard when all attributes (including additional attributes, if they apply to your training) have been checked.

Title of Your Training:



Training Develop SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) learning objectives* (e.g., writing effective includes learning objectives*). learning Match learning objectives with goals. objectives Select educational methods that support learning objectives. Some trainings may require additional attributes. Consider if the following apply to your training: Match learning objectives with competencies (e.g., Competencies for Public Health Professionals), if competencies exist. Describe prerequisite knowledge and skills and how they can be obtained. Develop content that meets the needs of the learners and Training program based on the needs assessment. content is Consider your learners and make sure your content accurate (including examples and visuals) is appropriate and relevant and relevant. » Include real-world examples that support the content. Ensure content aligns with learning objectives to avoid unnecessary material. Conduct a subject matter expert (SME) review. » The SME(s) should ensure that content is accurate based on best-available evidence and up-to-date. » The SME(s) should review for bias and ensure possible biases (including commercial bias) are minimized and mitigated (e.g., content changed, and conflicts of interest disclosed). Create an expiration date for the training to review and update or retire, as needed. » Review may include evidence-based practice, peer review journals, best practices, or SME(s) input. » Update or remove content in a timely manner. Some trainings may require additional attributes. Consider if the following apply to your training: Align content with at least one professional competency (e.g., Competencies for Public Health Professionals), if competencies exist. Ensure content offered in another language is linguistically appropriate and accurate. If it was translated and not created directly in the target language, verify that it was done using standard industry translation processes and is reviewed by bilingual SME(s).



Develop and implement a <u>training evaluation plan</u> that includes the evaluation purpose, questions, and data collection methods.	Training evaluation
Recruit evaluation participants who reflect your learner audience.	informs improvement
Conduct a formative evaluation as part of development. This may include peer review, quality checklist assessment (e.g., using this checklist), pilot testing, or <u>usability testing</u> .	
Conduct <u>outcome evaluation</u> that includes <u>training</u> <u>effectiveness</u> and learner assessment (Standard 7).	
Include opportunity for learners to provide feedback on training.	
» Include open-ended feedback, if possible.	
Review and analyze evaluation data for training improvement.	
 Plan to use process evaluation data and learner feedback for ongoing quality improvement. 	
 Make recommendations for training content, delivery methods, and learning activities that fill gaps with focus on areas with greatest need. 	
Some trainings may require additional attributes. Consider if the following apply to your training:	
Conduct a <u>delayed or follow-up evaluation</u> after learners have had time to apply what they learned (e.g., a survey 3 months after the training).	
Construct learner assessments (e.g., posttest, knowledge check, exercise, observed practice, question and answer session, or problem solving) that relate directly to learning objectives to reinforce learning.	Training includes opportunity
 > Use different question formats, such as multiple choice, matching, listing, reordering, and sorting. 	for learner assessment
Use socially and contextually relevant assessments for learners to apply what they have learned (e.g., case scenarios are realistic and relevant to learners).	ussessment
Provide learners with feedback on their responses or skill demonstration to support learning.	
Some trainings may require additional attributes. Consider if the following applies to your training:	
Recognize learner completion through a certificate or other notification.	



Provide opportunities to learners for continued learning after the training that reinforces retention and application of content delivered during training.

- » Use a simple or complex approach that includes at least one resource for posttraining support. Simple approaches include providing contact information for help, tip sheets and other resources for more information, and access to other learners for peer support. Complex approaches include conference calls, webcasts, coaching, homework assignments, accountability partners, communities of practice, and reminders such as emails and quizzes provided some time after the training.
- » Choose an approach that is socially and contextually relevant to learners (i.e., reflective of the learners' experiences and environment). For example, consider learners' availability and access to technology.

Some trainings may require additional attributes. Consider if the following applies to your training:

Provide resources to the learners' management or partner organizations for <u>follow-up support</u>. For example, provide information to supervisors about the learning objectives and what they can do to reinforce learning on the job.

Training includes follow-up support for the learner

* Links to non-federal websites do not constitute an endorsement by HHS or any of its employees of the sponsors or the information and products presented on the sites.

