

Markers of Promising Practice: Resource development initiatives (1 point for each check box, pro-rated to the number of points available for that major category of criteria)

Criteria	Scoring		
	Not really 0	Sort of 1	Definitely 2
1. Structure of the resource (Nothing about us, without us) (4 points)	Total Score:		
a. First nations, Métis and or Inuit lead resource			
• Development, design and implementation of resource led by First Nations, Métis and/or Inuit organizations or community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Partnerships:			
• Involvement of community in the development of the resource, e.g., educational institutions, First Nations, Métis and/or Inuit communities, governments, employers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Involvement of Elders in the development resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Input from employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working with and in the community:			
• Resource is applicable/adaptable/accessible to diverse community environments (rural, remote, urban, band/reserve community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Existence of appropriate marketing strategies to reach community members (e.g. community radio, fliers and community information sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Resources build community capacity (includes communities of practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Content of the resource (Multiple learner needs & contexts) (4 points)	Total Score:		
a. General philosophy of the resource			
• Helps to remove barriers to client success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Includes the mental, physical, emotional and spiritual (heart, mind, body and spirit) capabilities of the individual in relation to all living things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Addresses the unique and multiple needs of Aboriginal participants including the need for healing and empowerment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Application of Indigenous and Adult Learning Principles			
• Resource uses individually and culturally appropriate leaning methods and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Resource develops and tests new, innovative ES learning or assessment methods and materials/tools based on both tradition/cultural techniques and current technologies/techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Design of the resource			
• Goals of the resource are stated clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Expected learner outcomes (changes in participant knowledge, skills, or attitudes) are stated clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Samples of assessment procedures are provided to document participant change linked to resource goals and anticipated learner change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Delivery of the resource (Learner centred and experiential) (4 points)	Total Score:		
a. Learner-centred Approach			
• Based on and guided by the learner's strengths, experiences, and aspirations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Content is based on the learner's needs and is relevant to their lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Resource fosters hope, self-esteem and self-awareness of users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Experiential learning			
• Resource is hands-on, interactive and has application to real world or workplace tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Good balance between theory, knowledge, and performance of practical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Resource provides a plan for implementing knowledge and skills in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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c. Experienced and Knowledgeable Staff (i.e., resource developers)			
• Resource developers are familiar with and are respectful toward First Nations, Métis and/or Inuit culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Resource provides suggestions to motivate users and provide users with successful learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Outcomes associated with the resource (evidence that it works) (4 points)	Total Score:		
a. Evaluation plan			
• An evaluation plan exists beyond # of units distributed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The evaluation plan is embedded in the delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Client outcomes			
• Knowledge participants acquire is assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Skills participants master are demonstrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attitudes participants demonstrate are documented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evidence that the resource is being implemented in the intended manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evidence of the impact of the resource on the lives of participants (users)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evidence of the impact of the resource on clients (people being served)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evidence of the impact of the program on the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Systemic factors and Impact of resources: provides evidence of the following:			
• Data on how the resource is being used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data on implementation of resource outcomes in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data on the effects of resource use on the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data connecting funding spent on resource development to financial gain demonstrated by participants or clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Scope of the resource (usefulness beyond the specific) (3 points)	Total Score:		
• National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provincial/territorial but generalizable to other provinces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Local	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Special interest group (in-house program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• One sector but generalizable to other sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score including all criteria (19 points):			