Trainer Approval Program Policy and Procedures Manual

OSSE
DC Office of the State Superintendent of Education

Division of Early Childhood Education

Revised May 11, 2010 *

*Policies and procedures are subject to change.

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"If teachers are to set up classrooms where inquiry is encouraged, then they must be educated in ways that encourage inquiry."

Jacqueline Greenon Brooks
Teachers and Students: Constructivists Forging New Connections

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Principle #5

"Providers of effective professional development experiences have an appropriate knowledge and experience base.

In addition to helping ensure the accuracy and quality of the material presented, meeting this principle is important for establishing credibility and legitimacy in the eyes of the participants."

Conceptual Framework for Early Childhood Professional Development
National Association for the Education of Young Children (NAEYC)

"Developmentally appropriate practice in early childhood education is also a good model for effective practice in teacher education. Adult learners, like children need to play – that is they need to take initiative, make choices among possibilities, act and interact. And, as adults, they need to engage in dialogue and reflection about their experience. I believe that this process should characterize both college classes and in-service experiences. In both settings, learners should be doing more talking than their instructors do, and their talk should be based in their concrete experience."

Elizabeth Jones
Growing Teachers: Partnerships in Staff Development

"Even when teachers are new to the job, seem naïve, off-track, or inappropriate, they need to be respected.

Though as teacher trainers we may be called the expert, we should base our training on a belief that teacher learning will come more from what they know than from what we know."

Margie Carter and Deb Curtis
Training Teachers: A Harvest of Theory and Practice

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PROGRAM OVERVIEW:

The Goal & Purpose

The mission of the Office of the State Superintendent of Education, Division of Early Childhood Education (ECE) is to provide leadership and coordination to ensure all District of Columbia children from birth to kindergarten entrance have access to high quality early childhood development programs. A highly qualified workforce is critical to fulfilling this mission.

Current research shows that when early childhood practitioners have higher levels of formal education <u>and</u> specialized training with support; they are much more likely to use evidence-based practices and possess an ongoing professional commitment to the field. Title 29 of the District of Columbia Municipal Regulations (DCMR) Chapter 3 Child Development Facilities requires that all staff in licensed early childhood and afterschool programs must provide evidence that they are receiving specialized training via continuing education and professional development activities. *Only trainings delivered by OSSE/ECE approved trainers, accredited colleges/universities or other OSSE/ECE approved sources are acceptable.*

The goal of the Trainer Approval Program is to serve as a quality assurance mechanism that provides the workforce with access to high-quality training opportunities which in turn will have a positive impact on the quality of teaching and learning.

The Need for Increased Quality

It is only natural that as the early childhood education field focuses its attention on increasing teacher quality, the need for high-quality trainers is also addressed. OSSE/ECE 's Trainer Approval Program ensures that trainers have higher education credentials, prior training experience, and experience in the field. Approved trainers are well versed in specific Core Knowledge Area(s). Their education and experience are also aligned with their specific training content level. Additionally, OSSE/ECE will also provide ongoing professional development, monitoring and other supports for approved trainers.

Guiding Principles

The Trainer Approval Program is guided by the following principles:
- The trainer respects early childhood education as a profession
- The trainer delivers content that is researched-based and reflects best practices in the field and is committed to his/her own professional development
- The trainer aligns training content with the Core Knowledge Area and supports the implementation of *District of Columbia (DC) Infant and Toddler and Pre-Kindergarten Early Learning Standards.* Click here to learn more about the standards: http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/earlylearningstandards.pdf
- The trainer uses practice-focused content and links theory to practice
- The trainer recognizes and respects the diverse cultures, perspectives, abilities and learning styles of the adult learner
- The trainer values the adult learner and uses adult learning principles to design and deliver training
- The trainer adheres to the National Association for the Education of Young Children – Code of Ethical Conduct, Supplement for Early Childhood Adult Educators. Click here to learn more about the codes: http://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf

APPROVAL CATEGORIES:

The Three (3) Approval Categories

1. Individual
   - A person who provides early childhood/youth development training to the early childhood and afterschool workforce independent of an organization

   If Specialized Field -
      - A person who provides training to the early childhood and afterschool workforce on a specialized subject (i.e. Nurse, Firefighter, Accountant, etc.) independent of an organization

2. Organization
   - A legal organization that provides early childhood/youth development training to the early childhood and afterschool workforce. There must be a minimum of (1) one current trainer that meets the OSSE/ECE training approval requirements. Organizations must demonstrate that their policy for hiring trainers is aligned with the trainer approval requirements.

   If Specialized Field -
      - A bona-fide organization that provides training to the early childhood and afterschool workforce on a specialized subject (i.e. Nurse, Firefighter, Accountant, etc.). There must be a minimum of (1) one current trainer that meets the OSSE/ECE training approval requirements. Organizations must demonstrate that their policy for hiring trainers is aligned with the trainer approval requirements.

3. Government Partners and <u>National</u> Advocacy Agencies
   - This category may include specific OSSE/ECE Staff, DC Government Agencies, Approved Partners, or National Advocacy Organizations (For example, , Zero to Three, National Association of the Education of Young Children). If seeking exempt approval, please contact 202-727-8119.

CORE KNOWLEDGE AREAS & CONTENT LEVELS:

Core Knowledge Areas

The Core Knowledge Areas, as defined by the Division of Early Childhood Education, outlines the specific knowledge and skills professionals need to work effectively with all young children and families. The goals of the Core Knowledge Areas are to support the implementation of the *District of Columbia (DC) Infant and Toddler and Pre-Kindergarten Early Learning Standards* and create positive outcomes for young children and their families.

The Core Knowledge Areas are not isolated professional standards. They are aligned with the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, the Child Development Associate (CDA) Competency Standards, DCPS Effective Schools Framework and the Federal Head Start Program Performance Standards.

Applicants must provide evidence that they have college credits aligned with the Core Knowledge Area(s) in which they plan to train and also meet other eligibility requirements. The Core Knowledge Areas are listed below with *some examples of topics* within each area:

1. Child Growth and Development
    a) Principles of child growth and development
    b) Domains and stages of development (motor, language, cognitive, social-emotional)
    c) Links between various aspects of development and learning

2. Observing, Documenting and Assessing to Support Young Children and Families
    a) Observation and assessment of children's behavior
    b) Screening instruments for all domains (motor, language, cognitive, social-emotional)
    c) Using observations and assessments in a effective way to support children and families
    d) Recognize the types and signs of child mental health issues

3. Health, Safety, and Nutrition
    a) Physical Development, Health and Safety
    b) Nutrition
    c) Types and signs of abuse, neglect, and violence; responsibilities and procedures for reporting abuse and neglect
    d) Developmental consequences of abuse, neglect, stress and trauma

4. Curriculum
    a) Planning and implementing a developmentally appropriate curriculum that advances all areas of children's learning and development
    b) Approaches to Learning, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Creative Arts
    c) Considering culturally-valued content and home experiences
    d) Strategies that offer choices and foster curiosity, problem solving and decision-making
    e) Planning and implementing a curriculum that is aligned with DC's Early Learning Standards

5. Inclusive Practices
    a) Characteristics of children with varied disabilities
    b) Adaptations of curricula to include children with disabilities in all classroom activities
    c) Interventions to enhance the growth and development of children with disabilities and development of the Individualized Family Service Plan (IFSP) or the Individualized Education Plan (IEP)

6. Learning Environments
    a)   Creates learning environments that are responsive to the diverse needs of the abilities and interests of young children
    b)   Strategies to implement learning environments that support developmentally appropriate practices (infants, preschoolers, school age)
    c)   Adaptations to fully include children with special needs

7. Building Family and Community Relationship
    a)   Principles and strategies that view families as functional and resilient with diverse values, cultures, unique temperaments and learning styles
    b)   Establishing relationships and communication with families and other community systems that are productive, supportive and pro-active
    c)   Issues, challenges, and services regarding mental health

8. Diversity: Family, Language, Culture, and Society
    a)   Culture, language and ethnicity as a positive influence on a child's development
    b)   Helping young children understand and appreciate different cultural traditions
    c)   Science of language acquisition, research-based language acquisition models, and best practices in teaching English Language Learners

9. Program Management, Operation and Evaluation
    a)   Approaches and techniques to plan, organize, and use available resources
    b)   Effective strategies for working productively with staff and community resource individuals and agencies
    c)   Techniques to conduct program evaluation and to implement program improvements
    d)   Interpersonal development and communication including team building, collaboration, and conflict management principles and skills
    e)   Fiscal planning and management

10. Professionalism and Advocacy
    a)   Scope of the early childhood profession
    b)   Impact of federal, state, and local standards, policies, regulations, and laws which govern and impact on children, programs and early childhood professionals
    c)   Approaches to evaluate one's professional skills and need for professional development
    d)   Responsibility to work with other early care and education professionals, parents and the community to discuss and improve policies, laws, standards, practices that impact children, programs and the profession

11. Social-Emotional Development and Mental Health
    a)   Social and emotional development
    b)   Communication techniques for guiding young children toward self- direction and confidence
    c)   Guidance and management strategies that support developmentally appropriate practices
    d)   Approaches to provide supportive relationships with children and to foster positive peer-to-peer interactions
    e)   Approaches to meet the mental health needs of all children

Training Content Level

The Trainer Approval Program recognizes that the workforce requires trainings at varying levels. Some practitioners need introductory level information while others understand the basics but need support applying the concepts they learn.

In addition to selecting a Core Knowledge Area(s), applicants must provide evidence that they meet the requirements to deliver trainings at a specific level.

Training Content Level	Alignment with Bloom's Taxonomy*	Training Goal
Advance		The training participant has applied the concepts and needs to understand how to evaluate and synthesize the effectiveness of implementation. Training participant is able to develop additional strategies to implement concepts learned.
Intermediate		The training participant understands the basics but needs to apply and analyze what is learned.
Basic		The concept is somewhat new and the training participant needs to identify and recall the basics.

* References

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A *taxonomy for learning, teaching and assessing:* A revision of Bloom's Taxonomy of educational objectives: Complete edition, New York: Longman.

Krathwohl, D. R. (2002). A revision of bloom's taxonomy: An overview. *Theory into Practice, 41* (4), 212-218.

INITIAL ELIGIBILITY REQUIREMENTS:

Initial Eligibility Requirements Matrix*

Training Content Level	Minimum Higher Education Requirement*	Experience in Field*	College Early Childhood Credits Aligned with Each Core Knowledge Area*	Prior Training Experience with Adult Learners* (within the last 3 years)
Basic	Associate Degree in Early Childhood or a Closely Related Field from a Regionally Accredited College	3 Years in Early Childhood/Youth Development Setting	9 college credits	26 clock hours
Basic **Specialized Field** Example: Firefighter, Red Cross CPR and First Aid Trainer, etc.	Associate Degree in the Specialized Field from a Regionally Accredited College or Equally Valued Credential Recognized in the Specific Field	3 Years in specialized setting	9 college credits or 90 training/clock hours *credits must be relevant to specialized field*	
Intermediate Trainer can also deliver training at the Basic Level	Bachelors Degree in Early Childhood or a Closely Related Field from a Regionally Accredited College	3 Years in Early Childhood/ Youth Development Setting	12 college credits	36 clock hours
Intermediate **Specialized Field** Examples: Nurse, Accountant, etc. Trainer can also deliver training at the Basic Level	Bachelors Degree in a Specialized Field from a Regionally Accredited College	3 Years in specialized setting	12 college credits *credits must be relevant to specialized field*	36 clock hours
Advanced Trainer can also deliver training at the Basic and Intermediate Levels	Masters Degree or Higher in Early Childhood or a Closely Related Field from a Regionally Accredited College	3 Years in Early Childhood/Youth Development Setting	15 college credits	60 clock hours
Advanced **Specialized Field** Examples: Nutritionist, Social Worker, etc. Trainer can also deliver training at the Basic and Intermediate Levels	Masters Degree or Higher in a Specialized Field from a Regionally Accredited College	3 Years in specialized setting	15 college credits *credits must be relevant to specialized field*	60 clock hours

* See additional guidelines on page 10

Guidelines for Initial Eligibility Requirements

- *Related Fields*

Related fields include:

Child Development, Elementary Education, Child and Family Studies, Youth Development, Human Development, Psychology, Child Psychology, Recreation, Social Work, Sociology, Education Leadership, Education Administration, Early Childhood Special Education and Special Education

- *College Early Childhood Credits Aligned with Each Core Knowledge Area*

These college-level credits <u>can but do not have to be</u> credits related to the higher education degree being submitted with the application. For example, an applicant who received an associates degree in child development in 1985 and took some additional college courses in 1990 can use any of the college credits accrued provided it is aligned with the core knowledge area(s) selected. The training content level will still be basic because the higher education degree is at the associates level.

- *Experience in Field*

Experience in the field includes:

Afterschool positions, administrative positions, higher education faculty, coaches, mentors, teachers, teacher assistants, practicum/internships or any other experiences that requires direct interaction with young children and/or teaching staff. Specialized trainers will need experience in their specialized field.

- *Foreign Credential Evaluation*

All individuals who have completed educational studies at accredited post-secondary institutions located outside of the US MUST have their credentials evaluated by an agency recognized by the OSSE to perform foreign credential evaluations.

    The evaluation MUST include the following:

- − A US equivalency summary statement that includes the type of degree(s) earned and the degree or program major.
- − A course-by-course listing of all courses completed that includes the number of credit hours and grade(s) earned for each course completed.
- − A statement of verification attesting to teaching credentials or licenses held abroad (if applicable).

    The OSSE recognizes foreign credential evaluation agencies that are current members the National Association of Credential Evaluation Services (NACES). A list of these agencies and their contact information may be found by visiting the NACES website at: www.naces.org

- *Regionally Accredited College*

There are six nationally recognized regional associations that accredit colleges in specific geographic regions. These regional agencies are recognized by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). These bodies also accredit online colleges and universities.

1. Middle States Association of Colleges and Schools - www.msche.org
2. New England Association of Schools and Colleges - www.neasc.org
3. North Central Association of Colleges and Schools - www.ncahigherlearningcommission.org
4. Northwest Commission on Colleges and Universities - www.nwccu.org
5. Southern Association of Colleges and Schools - www.sacscoc.org
6. Western Association of Schools and Colleges - www.wascweb.org & www.accjc.org

- *Training Experience with Adult Learners*

Training experience submitted must be within the last three years. Only 50% of the training submitted can include those provided to your employees or colleagues as a part of your job function. The remaining 50% must include training delivered to external groups.

- *Distance Education Programs*

For distance education program, trainer refers to curriculum developer or training facilitator.

OVERVIEW OF APPROVAL PROCESS:

I. Initial Approval Application

Initial Approval Applications will be accepted and reviewed by OSSE/ECE staff quarterly (winter, spring and fall cycles). Applications must be received (not postmarked) via mail or email by the due date. Incomplete applications will not be reviewed. Please scan application with all attachments as one (1) document via a single email as directed.

2. Annual Report

If approved, trainers are required to submit an Annual Report each year. The Annual Report documents the trainings delivered, identifies strengths and challenges, and provides other demographic data. Please note that random site visits will occur to gather additional performance information.

3. Renewal Application

All training approvals will remain active for a period of three (3) years provided that the individual/organization continues to demonstrate competence and adheres to the OSSE/ECE trainer approval policies. The Renewal Application documents that the trainer has conducted one (1) complimentary training for OSSE/ECE 's Monthly Training Calendar, attended two (2) Train the Trainer Seminars and has accrued (30) continuing education clock hours.

1. Initial Approval Application			2. Annual Report	3. Renewal Application	
Application Due	**ECE Review Period (45 days)**	**Applicant Notified about Application Status by**	**If Approved, Annual Report Due**	**Expiration Date**	**Renewal Application Due**
Winter Cycle January 30th	February 1-March 15	March 20th	Winter Cycle January 30th	March 20th 3 years after acceptance	Winter Cycle January 30th
Spring Cycle May 30th	June 1-July 15	July 20th	Spring Cycle May 30th	July 20th 3 years after acceptance	Spring Cycle May 30th
Fall Cycle September 30th	October 1-November 15	November 20th	Fall Cycle September 30th	November 20th 3 years after acceptance	Fall Cycle Sep. 30th

Note:
- **All <u>current</u> trainers certified before May 2010 must reapply for trainer approval under the new system launched in May 2010. The expiration date for all previously approved trainers is September 1, 2011. Please reapply for approval on or before May 30, 2011 to prevent a gap in your approval status.**

- **When an application or report submission date falls on a weekend or Federal holiday, the application deadline is automatically extended to the next business day.**

THE INITIAL APPROVAL APPLICATION:

Initial Approval Application for <u>Individual</u> Trainers Must Include -

1. Completed Initial Approval Application for Individuals which is signed, dated and includes all required attachments.

2. A current resume or curriculum vita summarizing professional experience.

3. A copy of transcript(s) listing each successfully completed college course that is aligned with the core knowledge area(s) selected

4. A copy of higher education degree diploma or pertinent certifications/licenses (for specialized fields at basic level only).

5. References from individuals who can attest to the ability of the applicant to design and deliver trainings in his/her selected core knowledge area(s) and level. All applicants are required to submit two (2) professional references.

6. Completed "Sample Training Module" demonstrating the applicant's ability to design *at least* a two-hour training for each core knowledge area and at the *highest level* applicant is seeking approval.
Each module must:
   - include clear and concise objectives and an outline of content that is consistent with Core of Knowledge and the depth of training content/Bloom's Taxonomy
   - utilize training methodology, group process skills, presentation techniques consistent with adult learning principles
   - incorporate appropriate implementation strategies.

Initial Approval Application for <u>Organizations</u> Must Include -

1. Completed Initial Approval Application for Training Organizations which is signed, dated and includes all required attachments.

2. A copy of the Business License or Tax Identification Number

3. References from individuals or organizations that can attest to the ability of the *<u>organization</u>* to provide training in the selected core knowledge area(s) and level. All applicants are required to submit two (2) professional references.

4. A copy of the organization's trainer policy and procedures for hiring trainers that demonstrates alignment with the trainer approval requirement

5. A copy of the organization's trainer application form (blank)

6. A copy of the organization's trainer application form (a completed copy from a current trainer's file)

7. A listing of current trainers that demonstrates your organization's capacity to train at the level <u>and</u> within each core knowledge area your organization is seeking approval in

8. "Sample Training Module" demonstrating the applicant's ability to design *at least* a two-hour training for each core knowledge area and at the *highest level* applicant is seeking approval.
Each module must:
   - include clear and concise objectives and an outline of content that is consistent with Core of Knowledge and the depth of training content/Bloom's Taxonomy
   - utilize training methodology, group process skills, presentation techniques consistent with adult learning principles
   - incorporate appropriate implementation strategies.

9. Government Partners and <u>National</u> Advocacy Agencies seeking approval should contact 202-727-8119.

THE ANNUAL REPORT & RENEWAL APPLICATION:

Annual Report -

The Annual Report provides OSSE/ECE with a summary of the trainings conducted by each trainer. This report includes a roster of trainings conducted and documents the trainer's strengths and challenges. Annual Reports must be submitted every year on the anniversary of the initial application submission date. To simplify this process, all reports and application deadlines are on the same cycle.

For example: If an Initial Approval Application is submitted on May 30, 2010 then Annual Report 1 is due on May 30, 2011, Annual Report 2 is due on May 30, 2012 and the Renewal Application is due on May 30, 2013. *See chart on page 11.*

Trainers who fail to submit Annual Reports will have their approval status revoked.

Renewal Application -

All training approvals remain active for a period of three (3) years provided that the individual/organization continues to demonstrate competence and adheres to the OSSE/ECE trainer approval policies. The individual/organization must submit a completed Renewal Application during the cycle *before* the expiration date to prevent a gap in approval status. To simplify this process, all reports and application deadlines are on the same cycle.

For example: If an Initial Approval Application is submitted May 30, 2010 then the Renewal Application will be due on May 30, 2013 to prevent a gap in approval status. *See chart on page 11.*

As part of the renewal process, the trainer provides evidence that one (1) complimentary training was conducted for OSSE/ECE's Monthly Training Calendar, the trainer participated in two (2) Train the Trainer (T.O.T) seminars and has accrued thirty (30) continuing education clock hours.

All Annual Reports must be current at the time of renewal. Late submissions or failure to submit a Renewal Application will require resubmission of the Initial Approval Application.

THE APPEAL PROCESS:

Appeal Process

A. Applicants who are denied approval or renewal may informally try to resolve any dispute arising from, or related to, an approval decision based on the trainer approval requirements. If parties are unable to resolve their dispute, the applicant may submit a written statement outlining the applicant's position to the Director of OSSE/ECE School Preparedness Division for review and resolution. The written statement should describe each of the facts in dispute and include the necessary documentation to support the applicant's allegations. The Director shall review the statement and documents submitted by the applicant and attempt to resolve the dispute through informal conferences with the parties and mutual consent. If no resolution by the parties occurs within 30 calendar days of the date the Director receives the statement, the Director shall submit a written decision resolving the matter to the applicant with a copy to the Assistant Superintendent of Early Childhood Education.

B. An applicant may appeal the School Preparedness Division Director's decision by submitting a written request for an appeal and reconsideration to the Assistant Superintendent within fifteen (15) calendar days of receipt of the decision. The Assistant Superintendent shall review the decision and any objections from the applicant, and issue a written decision that resolves the dispute within thirty (30) calendar days of the receipt of the applicant's appeal.

C. If the applicant is not satisfied with the written decision by the Assistant Superintendent, the applicant may seek a review of that decision by submitting a written request for a review to the Superintendent within fifteen (15) calendar days after the receipt of the decision.

FREQUENTLY ASKED QUESTIONS:

Why is the Training Approval Program necessary?
All staff in licensed early childhood and afterschool programs must provide evidence that they are receiving specialized training via continuing education and professional development activities. The Training Approval Program is a quality assurance mechanism that supports the workforce in accessing to high-quality training opportunities.

How is the Initial Approval Application reviewed?
Approval applications and required attachments are reviewed by OSSE/ECE staff and external review panels, when available. The approval decision is made by OSSE/ECE staff.

How do I market my services to programs in the District of Columbia?
OSSE/ECE publishes and distributes the Approved Trainer Roster on a monthly basis. This roster not only lists the approved trainers but also provides instruction on how to plan for a training and select a trainer. Additionally, approved trainers can add their trainings to the OSSE/ECE's Monthly Training Calendar. Trainers will be notified before the calendar is published. Approval as a trainer through this application process does not guarantee employment as a trainer.

What is a Trainer Approval number? How is it tracked?
Once approved, OSSE/ECE assigns each trainer a unique approval number. This number must appear on all training certificates.

How do I obtain an application or request additional information?
Prospective applicants should contact OSSE/ECE at 202-727-8119 to request an application or additional information. OSSE/ECE will also schedule orientation sessions to walk applicants through the process. Attendance is optional.

I received my training approval prior to April 2010. Do I have to reapply?
Yes. All current trainers certified before April 2010 must reapply for trainer approval under the new system launched in April 2010. The expiration date for all previously approved trainers is September 1, 2011. Please reapply for approval on or before May 30, 2011 to prevent a gap in your approval status. Here are some key dates to keep in mind.

May 11, 2010	New Application Process Open to Public
May 30, 2010	Spring 2010 Submission Deadline
September 30, 2010	Fall 2010 Submission Deadline
January 30, 2011	Winter 2011 Submission Deadline
May 30, 2011	Spring 2011 Submission Deadline (last date to apply to prevent a gap in status)
September 1, 2011	**Expiration Date for All Current Trainers Approved before May 2010 under the Old System**
September 30, 2011	Fall 2011 Deadline
January 30, 2012	Winter 2011 Deadline

Are there fees associated with this program?
There are currently no fees required. However, this is subject to change.

I am a faculty at a regionally accredited college. Do I have to be an approved trainer under this program?
Faculty will not need trainer approval if the training delivered by the faculty is conducted under the auspices of the college and the college name and logo appears on the participation certificate. Faculty will need trainer approval if the training delivered by the faculty is independent of the college.

What ongoing support and monitoring will OSSE/ECE provide to approved trainers?
OSSE/ECE will host Train the Trainer (T.O.T) seminars, panel discussions, roundtables, networking events and other professional development activities for approved trainers. Data from annual reports and other monitoring measures will drive these activities.

Appendix A:

Resources for Completing the Initial Approval Application

Initial Application Checklist

Before sending your application, check to make sure you have included all required information.

✓	ITEM	Required	Send
	Application (completed, signed and dated)	Yes	Original
	College Degree Diploma (foreign credential evaluation, if applicable)	Yes	Copy
	Professional Credential (specialized field & basic level only)	Yes	Copy
	Transcript(s)	Yes	Copy
	Current Resume	Yes	Copy
	Tax Identification Number or Business License (for organizations only)	Yes	Copy
	Organization's Hiring Policy and Procedures (policy for hiring trainers that is aligned with the requirements of the Training Approval Program)	Yes	Copy
	Organization's Trainer Application Form (blank)	Yes	Copy
	Organization's trainer application form (completed and copied from a current trainer's file)	Yes	Copy
	Completed Sample Training Module	Yes	Original

Guidelines for Completing the Sample Training Module

The following are guidelines to support applicants completing the Sample Training Module. Modules must be complete and include sufficient detail for reviewers to assess the training content, sequence, and delivery.

Title of Training:
Provide the title of the training. The title should clearly reflect the training content level and core knowledge area.

Length of Training:
Indicate the length of the training by specifying the number of *clock hours* for the entire training

Level:
Remember that this is the level of content the audience is seeking. See page 8.

Brief Description of Training:
Provide a brief overview of the training and the benefits for participants.

Three Major Training Outcomes:
List three major training outcomes or objectives that are specific, attainable and measurable. Outcomes highlight what participants should know and be able to do as a result of the training experience. These major training outcomes should be aligned with the training topic, content level and core knowledge area.

Training Sequence and Pace:
Using the chart provided, briefly describe the activities/learning opportunities that you will facilitate during the training to ensure that the three major outcomes are met.

Engaging Learning Styles:
Describe the opportunities you will provide during the training to help auditory, kinesthetic and visual learners understand the content.

Scholarly Resources:
Using the chart provided, identify the scholarly references used to support the training content. A minimum of three (3) reputable sources within the past 10 years must be referenced. Sources can include journal, books, early childhood magazines, position statements.

Assessment
Each Sample Training Module must include an assessment in order to meet the requirements for the Trainer Approval Process.

Intermediate and Advanced Level Training
Include pre-test and post-test. These assessments measure the effectiveness of the training. The tests must also reflect the depth of training content and the training outcomes.

Advanced Level Training
Include an action plan or follow-up activity that will help the participants implement the concepts learned.

Training Module Evaluation Rubric

Sample training modules submitted will be evaluated using the following rubric. Approval status will be granted to applicants who receive a final score of 30 points and higher.

	Criteria	2 points	3 points	4 points	5 points	Score
			Training Module Evaluation Rubric			
1.	Uses quality writing	The training module is poorly written and has several errors in grammar usage, mechanics or spelling (more than 5)	The training module has 3-5 errors in grammar usage, mechanics or spelling	The training module is satisfactory in that it only has 1-2 errors in grammar usage, mechanics or spelling	The training proposal is very clearly written with no errors in grammar usage, mechanics or spelling	
2.	Specifies measureable learning outcomes	None of the learning outcomes are written in measureable terms	At least 1 of the learning outcomes is written in measureable terms	At least 2 of the learning outcomes are written in measurable terms	All of the learning outcomes are written in measureable terms	
3.	References/resources cited are reputable, published within the last 10 years, and appropriate for use as foundation of training content	None of the sources cited are reputable, published within the last 10 years, and appropriate for training content	One (1) of the sources cited is reputable, published within the last 10 years, and appropriate for training content	Two (2) of the sources cited are reputable, published within the last 10 years, and appropriate for training content	All of the sources cited are reputable, published within the last 10 years, and appropriate for training content	
4.	Pace of the training allots adequate time for events/activities	Pacing allotted for delivery of training is inadequate	Pacing allotted for delivery of training is poorly articulated	Pacing allotted for delivery of training is adequately articulated	Pacing allotted for delivery of training is fully articulated	
5.	Methods of delivery	Methods used do not support a variety of learning styles	Methods used poorly support a variety of learning styles	Methods used adequately support a variety of learning styles	Methods used fully support a variety of learning styles	
6.	Training description	The content, rationale, and benefits to the participants are not described	The content, rationale, and benefits to the participants are poorly described	The content, rationale, and benefits to the participants are adequately described	The content, rationale, and benefits to the participants are fully described	
7.	Alignment between learning opportunities and targeted core knowledge area	Learning opportunities are not aligned with the targeted core knowledge area	Learning opportunities are poorly aligned with the targeted core knowledge area	Learning opportunities are adequately aligned with the targeted core knowledge area	Learning opportunities are fully aligned with the targeted core knowledge area	
8.	Alignment between learning opportunities and targeted training level	Learning opportunities are not aligned with the targeted training level	Learning opportunities are poorly aligned with the targeted training level	Learning opportunities are adequately aligned with the targeted training level	Learning opportunities are fully aligned with the targeted training level	
					Final Score for Sample Training Module	**/40**

Example of a Sample Training Module
This is not intended to serve as a model. This is only to provide additional guidance.

Title of Training: Positive Guidance: Promotion Social Emotional Competence

Length of Training: 4 hours

Core Knowledge Area: Social-Emotional Development and Mental Health

Level: Basic   ☒ Intermediate   Advanced

Target Audience:
check all that apply
[   ] Before/After School Age Program Staff
[x] Staff Working with 0-2 Year Olds
[x] Staff Working with 2-4 Year Olds
[x] Staff Working with 4-6 Year Olds
[x] Staff Working with K – 3rd Graders
[   ] Other (please specify) _____
[   ] Early Intervention/Special Education Staff
[   ] Program Administrators

Brief Description of Training: This training will review the importance of promoting social and emotional skills in the early childhood classroom. The training will also explore variety of guidance techniques and describe characteristics of positive interactions and supportive relationships. Participants will apply skills, strategies, and techniques to implement practices that will promote social emotional development.

Three Major Training Outcomes:

At the end of this training, the learner will be able to:
1. Participants will be able to describe the importance of building relationships with children, families and colleagues and list characteristics of positive interactions and supportive relationships
2. Participants will be able to describe the relationship between children's social emotional development and their challenging behavior
3. Participants will be able to apply a variety of guidance techniques that support social-emotional development

Training Sequence and Pace:
(*must aligned with training outcomes, depth to content/Bloom's Taxonomy, core knowledge areas*)

Activity / Learning Opportunities	Length of Activity	Goal of this Activity
Building Relationships: Self Reflection	15 minutes	This activity will prompt participants to consider their current relationships, identify the characteristics of building strong relationships and transfer those characteristics to building relationships with children, families, and colleagues.
Small Group Activity	25 minutes	This activity will allow participants to collaboratively develop and share suggested strategies for building relationships with children, families, and colleagues
PowerPoint Presentation: Building Connections with Children and creating supportive environments	20 minutes	This activity will allow participants to learn why it is important to build relationships, identify specific strategies to build supportive relationships with children, and creating environments that support children's social-emotional development (schedule, routines, transitions, expectations).
Group Discussion: Positive Interactions and Communication	15 minutes	This activity will allow participants to discuss the importance of both verbal and non-verbal communication techniques
Small Group Activity: Communication-Children communicate in many ways	30 minutes	This activity will allow participants to discuss and share the ways in which children communicate and examine which of those communication methods makes them uncomfortable (i.e. tantrums, biting, aggressive behavior).
Group Discussion: Positive Interactions and Communication	20 minutes	This activity will allow participants to discuss the importance of both verbal and non-verbal communication techniques when dealing with children's behaviors that make them uncomfortable.
Self Reflection: Challenging Behaviors-Examining our Attitude	15 minutes	This will allow participants to further identify the behaviors that make them uncomfortable, their feelings when faced with those behaviors, and the impact that those feelings have on the relationship with children who exhibit those behaviors.
Role Play: Dealing with challenging behaviors	25 minutes	Participants will observe appropriate and inappropriate methods for dealing with challenging behaviors and through follow-up discussion learn a variety of guidance techniques based on developmental needs and abilities.
PowerPoint Presentation: What is Social Emotional Development?	15 minutes	This activity will allow participants to learn about social- emotional development and identify the key social emotional skills children need as they enter school, and how we can develop those skills in the early childhood program.
Skills Practice: Reframing Activity	20 minutes	This activity will teach participants how to manage the stress of challenging behavior through thought control. Participants will learn how to reframe their thinking about challenging behaviors. Participants will understand the meaning behind children's challenging behaviors (all behavior communicates a message).
DVD: Video Clips (View 3 clips approximately 4 minutes each)	20 minutes	This activity will allow participants to learn the importance of considering special needs when addressing challenging behaviors (children and families).
Group Discussion: Considering children with varying developmental needs and abilities	20 minutes	This activity will allow participants to further their understanding of considering varying developmental needs and abilities when addressing challenging behaviors and learn specific strategies for children who require additional support.

* break times are not included

Methods of Delivery:

How will training engage auditory learners?

> Auditory learners will be engaged by the many opportunities to participate in group discussions, small group activities, and interactive story telling. Information will be explained orally to allow auditory learner to process the strategies given.

How will training engage kinesthetic learners?

> This workshop will engage kinesthetic learners by allowing them opportunities to use their bodies and minds to process information through activities such as role play, skills practice, and other activities that require a hands-on approach.

How will training engage visual learners?

> This training will include a multi-media presentation using PowerPoint. Participants will be able to view written information that is enhanced by visual prompts including charts, graphs, and video clips. The written information provided will be designed to emphasize important concepts and strategies.

References/Resources:

What scholarly resources are used to support the training content? (minimum 3 within the past 10 years)

Title	Source		Author	Date
	Name of Source	*Type of Source*		
Developmentally Appropriate Practice in Early Childhood Programs (3rd Edition)	Developmentally Appropriate Practice in Early Childhood Programs (3rd Edition)	Book	S. Bredekamp and C. Copple	2009
Starting early: School-wide behavior support in a community preschool	Journal of Positive Behavior Interventions	Journal	L. Fox and N. Little	2001
Early intervention, positive behavior support, and transition to school	*Journal of Emotional and Behavioral Disorders*	Journal	L. Fox, G. Dunlap, and L. Cushing	2002
The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children	Young Children	Journal	L. Fox, G. Dunlap, M.L. Hemmeter, G.E. Joseph, and P.S. Strain	2003

If this is an **intermediate and advanced** level training, please include pre-test and post-test.
See Attached

If this is an **advanced** level training, please include action plan or follow-up activity.
Not applicable, intermediate training

Pre-Test and Post-Test*
Positive Guidance: Promoting Social Emotional Competence

Directions: Please answer the questions and/or respond to the statements below

1. What is social-emotional development?

2. Why is building positive relationships with children important?

3. List characteristics of positive interactions and supportive relationships

4. Name at least three positive guidance strategies

5. You are a teacher in a pre-k classroom. Describe some of the social-emotional skills children will need as they prepare to transition to kindergarten?

6. Describe some messages that might be conveyed through children's challenging behaviors

Note: This serves as both a pre and post test.

Example of an Action Plan
(required for advanced level training only, this is not a model)

Action Plan for Promoting Social Emotional Competence

Date 1 Completed: _____   Date 2 Completed: _____

Building Positive Relationships		
Skills and Indicators	**Strategies I will use to implement new practices or support current practices**	**Supports and Resources needed to accomplish these activities**
Develops meaningful relationships with children and families • Greets children on arrival; calls by name • Communicates with children at eye level • Shows respect, consideration and warmth to all children • Speaks calmly to children		
Examines personal, family, and cultural views of challenging behavior • Considers personal beliefs regarding the acceptability and unacceptability of specific types of challenging behaviors • Considers personal beliefs regarding the causes of specific types of unacceptable child behavior		
Examines own attitudes toward challenging behavior • Understands the relationship between social emotional development and challenging behaviors • Understand that challenging behaviors are conveying some type of message • Works together with a team to problem solve around issues related to challenging behaviors		

Designing Supportive Environments		
Designs the physical environment • Arranges traffic patterns in the classroom so that there are not wide open spaces for running • Arranges learning centers to allow room for multiple children • Considers children's interests when deciding what to put in learning centers		
Develops schedules and routines • Designs schedule to include a balance of large group and small group activities • Schedule minimizes the amount of time children spend making transitions between activities. • Implements schedule consistently		
Establishes and Enforces clear rules, limits, and consequences for behaviors • Teachers rules in developmentally appropriate ways • Keeps rules to a manageable number (3-5) • Provides opportunities for children to practice rules • Frequently reinforces children for appropriate behaviors		
Uses positive feedback and encouragement • Uses positive feedback and encouragement contingent on appropriate behavior • Gives children time and attention when engaging in appropriate behavior • Provides descriptive feedback and encouragement		

• Uses positive feedback and encouragement contingent on child's efforts. • Provides nonverbal cues of appreciation		
Social Emotional Teaching Strategies		
Interacts with children to develop their self-esteem 　• Demonstrates active listening with children 　• Avoids judgmental statements 　• Recognizes children efforts 　• Shows empathy and acceptance of children's feelings		
Shows sensitivity to individual children's needs 　• Respects and accommodates individual needs, personalities, and characteristics 　• Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning and material selection		
Encourages autonomy 　• Provides children with opportunities to make choices 　• Allows children time to respond and/or complete task independently before offering assistance 　• Creates opportunities for decision making, problem solving, and working together 　• Teaches strategies for self-regulating behaviors		

Adapted from: The Center on the Social and Emotional Foundations for Early Learning @ The University of Illinois at Urbana-Champaign http://www.csefel.uiuc.edu

Appendix B:

Resources for Approved Trainers

Training Certificate Checklist

Each certificate issued to a participant must include the following information:

- ☐ Title of the workshop or course

- ☐ Number of clock hours received

- ☐ Date of the workshop or course

- ☐ Identify the training level and core knowledge areas. If more than one core knowledge area, identify the number of clock hours covered in each specific area

- ☐ Name of the presenter

- ☐ Approval number assigned by the OSSE/ECE

- ☐ If organization, include name or logo

Sample Certificate

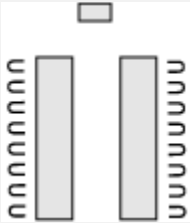Certificate of Participation Awarded to
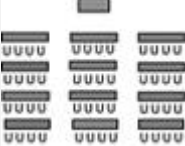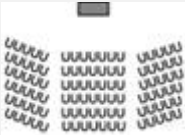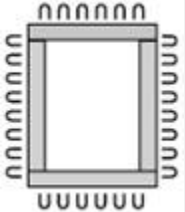
Name of Participant
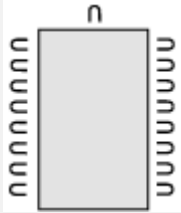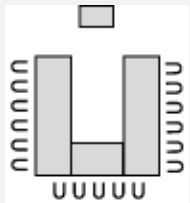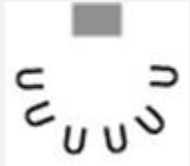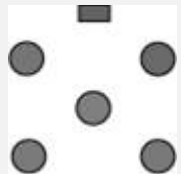
has completed # Clock Hours of Training
in

Title of Workshop
Date

Core Knowledge Area:_____   Presenter:_____

OSSE/ECE Trainer Approval Number:_____   Signature: _____

Training Content Level: _____

Selecting Your Room Arrangement

Theater Style

	Accommodates the most people per area. About 10-13 square feet per person. Appropriate for lectures and keynoters. Note taking cumbersome for audience.

Classroom Style

	Same as Theater Style but with tables. About 17-20 square feet per person. Supports note taking and use of handout materials.

Chevron Style

	Provides place for beverages and elbows. Most interactive of large group setups. Promotes a sense of participation. About 20-23 square feet per person. Can be setup with or without tables.

Modified Chevron

	Can be setup with or without tables. Improves visibility of speaker and visuals from side sections. More interactive than Theater or Classroom.

Hollow square or rectangle

	For meetings where hierarchy is not an issue. Excellent for facilitator led meetings. Encourages audience participation. Awkward to use any visuals.

Boardroom

Very good for groups between 6 and 15.
Suggests formality and hierarchy.
Over 15, people at the far end table may feel left out and form a separate group.

Perpendicular Style

Seats can be on either outside or inside of tables.
Instructor can survey students' work.
Easy exchange between presenter and audience.
Center usable for exhibits or demos.

U-Shape

Encourages collaboration.
Center area usable for simulations and role plays. Can be used with or without speaker table.

Semi-circle or Circle

Can be setup with or without tables.
Presenter's role is minimal.
Excellent for emotional sessions such as sharing grief.
Encourages a sense of group and bonding.

Cluster style

Good for presentations with breakout groups. Clusters easily return to being a single group. Quick and easy to follow with a meal.
Tables can be either round or small rectangles.

Room Arrangement Checklist

- Select a seating arrangement to support the event and presenter's goals.
- Provide comfortable chairs.
- Arrange for adjustable chairs for day-long training.
- Provide surface for writing, using manuals, laptops, and placing beverages.
- Accommodate people with special hearing, seeing or mobility needs.
- Plan sufficient space for each person to avoid feeling cramped.
- Provide for easy access to seating with adequate number and width of aisles.
- Select space proportionate to the number of people attending.
- Ten people will feel lost in a room set up for 300, surmise the meeting is poorly attended even though everyone is there and tend to disperse to near the exits. If you must use a large room for a small group, cordon off the unused area with plastic emergency tape.
- Check for adequate air and comfortable air temperature.
- Avoid noxious odors or enticing aromas.
- Check room for exterior noise.
- Tape door latches to prevent them from making noise when people have to leave or arrive late.
- Arrange for adequate acoustics and acoustical support so people can hear (May require a variety of microphones).
- Arrange for adequate lighting for presenter, audience and activities planned
- Find out who to contact when problems occur.
- Raise the speaker with a podium or platform so those in back can see.
- Consider whether to use a lectern, it covers about 75% of the body and restricts the speaker's movement.
- Locate screens, projectors and related visual equipment so audience can see
- Determine which wall will be the front of the room.
- Place entrance at rear of room to minimize coming and going distractions.
- Check flip chart use and wall space for the display of filled pages.
- Find out if there is time and staff to change the setup in a room for subsequent speakers.
- Provide water, coffee, or other refreshments.
- Test equipment for working order (video, projectors, monitors, grease boards).
- Provide vanity curtain for speaker's table to hide their stuff.
- Note proximity to rest rooms and coat storage.
- See that exit doors are clearly marked.
- Provide signs on outside door(s) and inside identifying the event and time.
- Arrange for intuitive registration and program material distribution.

From: Guide on the Side - Room Setups for Presentations & Training - One Size Does NOT Fit All
By Marie Wallace, Published on January 1, 2002
Retrieved February 23, 2010 http://www.llrx.com/columns/guide59.htm

Characteristics of High Quality Trainings

Approved trainers are expected to deliver high quality trainings. In delivering high quality training, a trainer must:

- Maintain an appropriate level of competence in the field including a broad knowledge of current trends, theory and practice in areas of expertise and seeks growth in areas of limited knowledge.

- Recognize the limits of her/his competence, culture, and experience in providing services and neither seeks nor accepts assignments outside those limits.

- Be aware of own personal values, biases, dispositions and the possible effects on others.

- Keep current with the changes in the early childhood education field.

- Base training delivery on accurate, current and job-related information consistent with sound theories and principles of adult learning (e.g., adults' desire practical application; adults learn best if they have control over the learning environment.)

- Assess and meet the professional development level and characteristics of the target audience.

- Choose instructional methods and materials that are appropriate for the learning objectives detailed in the outline (e.g., self-reflection, group discussions, demonstrations, multi-media presentations, visual aids).

- Possess extensive knowledge and practical experience in the outline topic area. Is familiar with a variety of early childhood settings and the professional development levels of training participants.

- Research the current trends in the topics to be presented and synthesizes these findings to support a comprehensive training.

- Base training content on accurate, current information consistent with research based theories and principles of child development, developmentally and culturally appropriate practice, accurate interpretation of quality standards and licensing regulation.

- Facilitate connections between theory and practice by integrating information that is comprehensive, meaningful and relevant to participants' needs.

- Include an awareness of the value of diversity, uniqueness and abilities of all children and families in trainings presented.

- Understand and apply basic principles of human cognition/learning and demonstrates sensitivity to the needs of the adult learner.

- Deliver training based on principles of adult learning using a variety of instructional methods and media appropriate for the training.

Adapted from: Connecticut Charts-A-Course Early Childhood Professional Development System and Registry
http://www.ctcharts-a-course.org

Tips for PowerPoint Presentations

Fonts
- Select sans-serif fonts such as Arial or Helvetica. Avoid serif fonts such as Times New Roman or Palatino as they are sometimes more difficult to read.
- Use no font size smaller than 24 point.
- Clearly label each screen. Use a larger font (35-45 points) or different color for the title.
- Use a single sans-serif font for most of the presentation. Use different colors, sizes and styles (bold, underline) for impact.
- Avoid italicized fonts as they are difficult to read quickly.
- No more than 6-8 words per line
- For bullet points, use the 6 x 6 Rule. One thought per line with no more than 6 words per line and no more than 6 lines per slide
- Use dark text on light background or light text on dark background. However, dark backgrounds sometimes make it difficult for some people to read the text.
- Do not use all caps except for titles.

To test the font, stand back six feet from the monitor and see if you can read the slide.

Graphics and Design
- Keep the background consistent and subtle.
- Use only enough text when using charts or graphs to explain clearly label the graphic.
- Keep the design clean and uncluttered. Leave empty space around the text and graphics
- Use quality clipart and use it sparingly. The graphic should relate to and enhance the topic of the slide.
- Try to use the same style graphics throughout the presentation (e.g. cartoon, photographs)
- Limit the number of graphics on each slide.
- Check all graphics on a projection screen before the actual presentation.
- Avoid flashy graphics and noisy animation effects unless they relate directly to the slide.
- Limit the number of transitions used. It is often better to use only one so the audience knows what to expect.

Color
- Limit the number of colors on a single screen.
- Bright colors make small objects and thin lines stand out. However, some vibrant colors are difficult to read when projected.
- Use no more than four colors on one chart.
- Check all colors on a projection screen before the actual presentation. They may project differently than what appears on the monitor.

Tips for PowerPoint Presentations (continued)

- Check the spelling and grammar.
- Do not read the presentation. Practice the presentation so you can speak from bullet points. The text should be a cue for the presenter rather than a message for the viewer.
- Give a brief overview at the start. Then present the information. Finally review important points.
- It is often more effective to have bulleted points appear one at a time so the audience listens to the presenter rather than reading the screen.
- Use a wireless mouse or pick up the wired mouse so you can move around as you speak.
- If sound effects are used, wait until the sound has finished before speaking.
- If the content is complex, print out the slides so the audience can take notes.
- Do not turn your back on the audience. Try to position the monitor so you can speak from it.

Adapted from:

- Bankerd, Kathy. "How to Optimize Projection Technology: Using Fonts, Graphics, and Color to Maximize the Effectiveness of Your Presentation". Syllabus. November/December 1997.
- Bird, Linda. "Avoid the Mistakes of PowerPoint Rookies." Smart Computing. January 2001.
- Brown, David G. "PowerPoint-Induced Sleep." Syllabus. January 2001.