District of Columbia
Office of the State Superintendent of Education

Trainer Approval Program (TAP) Additional Resources

Revised September 2023

Introduction

Thank you for your interest in becoming an early care and education (ECE) professional development (PD) certified trainer through the Office of the State Superintendent of Education (OSSE). The Division of Early Learning (DEL) is committed to providing a clear message to our professional workforce to use developmentally appropriate best practices that reflect current and evidence-based research in the ECE field.

This document is provided as an additional resource to accompany the TAP manual. If you have any questions or need additional support, please contact Hurley and Associates, LLC (H&A) at OSSELMS@erhurleyassoc.com or (202) 905-2358. H&A manages the TAP process on behalf of OSSE.

Please note, these documents are meant to serve as additional resources and for your reference.

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Resources for Completing the Initial Approval Application

Initial Approval Application Checklist

The following checklist of information and documentation is necessary to complete the initial approval application. Before filling out the application, check to make sure you have all required information and documentation readily available. This applies to all applicants (individual, organization and exempt) submitting an initial approval application.

✓	ITEM	Individual	Organization	Exempt
	Information			
	Business license or tax identification number	If applicable	Required	
	Trainer demographics (e.g., gender, race/ethnicity, language(s) spoken other than English; for informational purposes only)	Optional		
	List of trainers being included in application	N/A	Required	
	Documentation for credits aligned to CKA(s) for each trainer (one course may be used to support no more than three CKAs; see page 17 of *TAP Manual (September 2023)* for more information as well as "Sample Transcript and Credits Aligned to CKAs" in *TAP Additional Resources*)	Required (except for those applying for a specialized field)		Required for group one only (except for those applying for a specialized field)
	Prior training experiences with adult learners for each trainer (see page 18 of *TAP Manual (September 2023)*)	Required		N/A
	Work experiences in an early childhood setting (see page 17 of *TAP Manual (September 2023)*)	Required (except for those applying for a specialized field)		N/A
	Two professional references (see page 23 of *TAP Manual (September 2023)*)	Required		N/A
	Information on how to access sample web-asynchronous based training	Required only if submitting for approval for asynchronous web-based instruction		
	Documentation			
	Proof of accreditation	N/A		Required only if a PD organization accredited by a PD accreditation organization

✓	ITEM	Individual	Organization	Exempt
	Organization's policies and procedures for hiring trainers that demonstrates alignment with the trainer approval requirements	N/A	Required	N/A
	Organization's trainer application form – completed copy from a current trainer's file (including resume/curriculum vitae and transcript(s))	N/A	Required	N/A
	Current resume/curriculum vitae for each trainer	Required		
	College transcript(s) for each trainer (or foreign credential evaluation(s), if applicable; see page 17 of *TAP Manual (September 2023)* for more information)	Required (except for those applying for a specialized field)		N/A
	Pertinent certifications/licenses for each trainer	Required only if applying for a specialized field		Required for group one only (if applying for a specialized field)
	Sample training module – completed template (one per CKA; see pages 21-22 of *TAP Manual (September 2023)* as well as "Sample Training Module – Example" in *TAP Additional Resources*) • For intermediate-level trainings, must include: 1) pre-/post-test (see "Sample Training Module – Guidelines for Completion" in *TAP Additional Resources*) • For advanced-level trainings, must include: 1) pre-/post-test and 2) action plan with follow-up activity (see "Sample Training Module – Guidelines for Completion" in *TAP Additional Resources*)	Required only if submitting for approval for in-person/synchronous web-based instruction (except for those applying to be a first aid/ CPR trainer)		
	Sample training module – PowerPoint file (one per CKA; see pages 21-22 of *TAP Manual (September 2023)*)	Required only if submitting for approval for in-person/synchronous web-based instruction (except for those applying to be a first aid/ CPR trainer)		
	CDA proposed training curriculum (see "CDA Proposed Training Curriculum" in *TAP Additional Resources*).	N/A	Required only if submitting for approval as a CDA trainer	

Renewal Application Checklist

The following checklist of information and documentation is necessary to complete the renewal application. Before filling out the application, check to make sure you have all required information and documentation readily available. This applies to both individual and organization applicants submitting a renewal application.

✓	ITEM	Individual	Organization
	Business License or Tax Identification Number	If applicable	Required
	Current list of the CKA(s) in which the individual/organization is certified to train	Required	
	Current list of trainers eligible to conduct trainings in DC (including the CKA(s) in which they are certified to train and the level at which they are certified to train)	N/A	Required
	Trainer demographics (e.g., gender, race/ethnicity, language(s) spoken other than English; for informational purposes only)	Optional	
	Two professional references (see page 23 of *TAP Manual (September 2023)*)	Required	
If applying for additional core knowledge areas			
	Updated resume/curriculum vitae for each trainer adding additional CKAs for approval	Required	
	Transcripts for each trainer adding additional CKAs for approval	Required	
	Documentation for credits aligned to each CKA being added for each relevant trainer (one course may be used to support no more than three CKAs; see page 17 of *TAP Manual (September 2023)* for more information as well as "Sample Transcript and Credits Aligned to CKAs" in *TAP Additional Resources*)	Required	
	Any other relevant credentials supporting the trainer's expertise in the CKA	Optional	
	A sample training module for each additional CKA being added	Required	

Application Review Checklist

The following checklist or something similar will be used by H&A to review the initial approval and renewal applications. This is being provided for informational purposes only. Completed checklists are internal documents and will not be shared with the applicant.

Applicant Name:	
Applicant Type:	☐ Individual ☐ Organization ☐ Exempt
Date Application Received:	
First-Level Staff Review Completed By:	
All required information/ documents submitted?	☐ Yes ☐ No
	If no, item(s) missing:
Second-Level Staff Review Completed By:	
Minimum eligibility requirements met?	☐ Yes ☐ No
References checked?	☐ Yes ☐ No
	Notes:
Third-Level Staff Review Completed By:	
Sample Training Module Score:	
Approval Status:	☐ Approved ☐ Denied
	Rationale: Additional notes:
Approved By:	

Application Completion Checklist			
Business license or tax identification number?	☐ Yes	☐ No	☐ N/A
List of trainers (organization/exempt only)?	☐ Yes	☐ No	☐ N/A
Documentation for credits aligned to core knowledge area(s) (CKA) for each trainer?	☐ Yes	☐ No	☐ N/A

Application Completion Checklist			
Pertinent certifications/licenses for each trainer (specialized field only)?	☐ Yes	☐ No	☐ N/A
Prior training experiences with adult learners for each trainer (individual/organization only)?	☐ Yes	☐ No	☐ N/A
Work experiences in an early childhood setting for each trainer (individual/organization only)?	☐ Yes	☐ No	☐ N/A
Two professional references (individual/organization only)?	☐ Yes	☐ No	☐ N/A
Proof of accreditation (PD organization accredited by a PD accreditation organization only)?	☐ Yes	☐ No	☐ N/A
Policies and procedures for hiring trainers (organization only)?	☐ Yes	☐ No	☐ N/A
Completed trainer application form (organization only)?	☐ Yes	☐ No	☐ N/A
Current resume/curriculum vitae for each trainer?	☐ Yes	☐ No	☐ N/A
College transcript(s) for each trainer (or foreign credential evaluation(s), if applicable)?	☐ Yes	☐ No	☐ N/A
Sample training module – completed template/asynchronous web-based training access information?	☐ Yes	☐ No	☐ N/A
Sample training module – PowerPoint file (in-person/ synchronous web-based training only)?	☐ Yes	☐ No	☐ N/A
Child Development Associate (CDA) proposed training curriculum (CDA trainers only)?	☐ Yes	☐ No	☐ N/A

CKA(s) in which Applicant is Seeking Approval:		
☐ 1 - Child Growth and Development ☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families ☐ 3 - Health, Safety and Nutrition ☐ 4 - Curriculum ☐ 5 - Inclusive Practices ☐ 6 - Learning Environments ☐ 7 - Building Family and Community Relationship	☐ 8 - Diversity: Family, Language, Culture and Society ☐ 9 - Program Management, Operation and Evaluation ☐ 10 - Professionalism and Advocacy ☐ 11 - Social-Emotional Development and Mental Health ☐ 12 - Personal Development and Self-Care ☐ 13 - Financial Literacy	
Specialized Field (if applicable):		
Training Content Level:	☐ Basic　　☐ Intermediate　　☐ Advanced	
Training Delivery Method:	☐ In-person instruction	

	☐ Synchronous web-based instruction
	☐ Asynchronous web-based instruction

Higher education requirement:	Applicant has a/an:
	☐ Associate degree in _____
	☐ US degree ☐ Non-US degree
	☐ Bachelor's degree in _____
	☐ US degree ☐ Non-US degree
	☐ Master's degree in _____
	☐ US degree ☐ Non-US degree
	☐ Ph.D./Ed.D. degree in _____
	☐ US degree ☐ Non-US degree
	If any degree is a non-US degree, are foreign credential evaluations included?
	☐ Yes ☐ No

Credits in CKA Requirement:

CKA	Total Number of College Credits	Credits Listed in Transcript
1 - Child Growth and Development		☐ Yes ☐ No
2 - Observing, Documenting and Assessing to Support Young Children and Families		☐ Yes ☐ No
3 - Health, Safety and Nutrition		☐ Yes ☐ No
4 - Curriculum		☐ Yes ☐ No
5 - Inclusive Practices		☐ Yes ☐ No
6 - Learning Environments		☐ Yes ☐ No
7 - Building Family and Community Relationship		☐ Yes ☐ No
8 - Diversity: Family, Language, Culture and Society		☐ Yes ☐ No
9 - Program Management, Operation and Evaluation		☐ Yes ☐ No
10 - Professionalism and Advocacy		☐ Yes ☐ No
11 - Social-Emotional Development and Mental Health		☐ Yes ☐ No
12 - Personal Development and Self-Care		☐ Yes ☐ No
13 - Financial Literacy		☐ Yes ☐ No

College Credit Alignment with CKAs	

CKA:

☐ 1 - Child Growth and Development

☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families

☐ 3 - Health, Safety and Nutrition

☐ 4 - Curriculum

☐ 5 - Inclusive Practices

☐ 6 - Learning Environments

☐ 7 - Building Family and Community Relationship

☐ 8 - Diversity: Family, Language, Culture and Society

☐ 9 - Program Management, Operation and Evaluation

☐ 10 - Professionalism and Advocacy

☐ 11 - Social-Emotional Development and Mental Health

☐ 12 - Personal Development and Self-Care

☐ 13 - Financial Literacy

Training Content Level:

☐ Basic - 9 credits per CKA are required

☐ Intermediate - 12 credits per CKA are required

☐ Advanced - 15 credits per CKA are required

	Course Title	Number of Credits
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Copy the above table for as many additional core knowledge areas that the applicant is applying for.

Pertinent Certifications/Licenses (specialized field only)	
Minimum Prior Training Experience with Adult Learners	

CKA	Total Hours of Training Conducted
1 - Child Growth and Development	

2 - Observing, Documenting and Assessing to Support Young Children and Families	
3 - Health, Safety and Nutrition	
4 - Curriculum	
5 - Inclusive Practices	
6 - Learning Environments	
7 - Building Family and Community Relationship	
8 - Diversity: Family, Language, Culture and Society	
9 - Program Management, Operation and Evaluation	
10 - Professionalism and Advocacy	
11 - Social-Emotional Development and Mental Health	
12 - Personal Development and Self-Care	
13 - Financial Literacy	
Specialized field:	
Other topics:	
Total Hours of Training Conducted	

Field Experience:	☐ Early Childhood
	☐ 3-5 years ☐ 5-10 years ☐ 10+ years
	☐ Specialized Field
	☐ 3-5 years ☐ 5-10 years ☐ 10+ years

Sample Training Module

CKA:

☐ 1 - Child Growth and Development	☐ 8 - Diversity: Family, Language, Culture and Society
☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families	☐ 9 - Program Management, Operation and Evaluation
☐ 3 - Health, Safety and Nutrition	☐ 10 - Professionalism and Advocacy
☐ 4 - Curriculum	☐ 11 - Social-Emotional Development and Mental Health
☐ 5 - Inclusive Practices	
☐ 6 - Learning Environments	☐ 12 - Personal Development and Self-Care
☐ 7 - Building Family and Community Relationship	☐ 13 - Financial Literacy

Scoring for Sample Training Module:

Criteria	Points Awarded
1. Uses quality writing (e.g., appropriate grammar, clear and concise)	/5

2. Specifies measurable learning objectives	/5
3. Cites appropriate references/resources	/5
4. Pace of training allots adequate time for engagement/interactive activities	/5
5. Offers various engagement opportunities	/5
6. Alignment between content and training description	/5
7. Alignment between learning objectives and targeted CKA	/5
8. Alignment between learning objectives and targeted training level	/5
Total (30 points required for approval)	/40

Sample Transcript and Credits Aligned to CKAs

Sample Transcript

EMORY UNIVERSITY

Dept.	Course No.	Title	Units Attempted	Units Earned	GRADE	GRADE POINTS
*** ACADEMIC TRANSCRIPT ***						
FALL 2003						
EDU	525	Foundations of Curriculum and Instruction	3.0	3.0	A	12.0
EDU	542	Class Iss in Language Literacy and Culture	3.0	3.0	A-	11.1
PSY	560	Child and Adolescent Development	3.0	3.0	A	12.0
EDU	575	Curriculum Constructs: Reading & Lang Arts	3.0	3.0	B+	9.9
SEMESTER TOTALS			12.0	12.0	3.75	45.0
SPRING 2004						
EDU	576	Curriculum Constructs: History/Social Sci	3.0	3.0	A	12.0
EDU	577	Curriculum Constructs: Science and Math	3.0	3.0	B+	9.9
EDU	578	Curriculum Constructs: Creative Arts	3.0	3.0	A	12.0
EDU	590	Integrating Educational Technology	3.0	3.0	A-	11.1
SEMESTER TOTALS			12.0	12.0	3.75	45.0
CUMULATIVE TOTALS			24.0	24.0	3.75	90.0
FALL 2004						
EDU	601	Critical Policy Issues in Education	3.0	3.0	A	12.0
EDU	609	Counseling for Educators	3.0	3.0	A-	11.1
EDU	630	Gender, Identity and Schooling	3.0	3.0	A-	11.1
EDU	644	Evaluation and Assessment of Curriculum	3.0	3.0	A	12.0
SEMESTER TOTALS			12.0	12.0	3.85	46.2
SPRING 2005						
EDU	650	Maintaining an Effective Learning Climate	3.0	3.0	A	12.0
EDU	659	Multicultural Education for the Young Child	3.0	3.0	A	12.0
EDU	679	Standards-Based Curriculum and Instruction	3.0	3.0	B+	9.9
EDU	696	Field Study in Teaching Edu Programs	4.0	4.0	A-	14.8
SEMESTER TOTALS			13.0	13.0	3.75	48.7
CUMULATIVE TOTALS			49.0	49.0	3.77	184.9
*** END TRANSCRIPT***						
MASTER OF ARTS IN EDUCATION						
CURRICULUM & INSTRUCTION K-8						

Sample Credits Aligned to CKAs

CKA	Curriculum		
Full Title of Course	Foundations of Curriculum and Instruction	**Year Completed**	2003
Full Name of College	Emory University		
Location – City & State	Atlanta, GA	**Outside of USA?**	No
Credit Level	☐ Undergraduate Level ☒ Graduate Level	**Number of Credits**	3.0
Justification **Why is course aligned with this CKA?**	Introduces curriculum design, theory and action research to assist with knowledge, skills and dispositions in support of reflective practitioners. Foundations, history and research methods of action research applied to educational settings, including action inquiry as a curriculum development tool. Overview of models of curriculum theory and concrete applications of curriculum development and action inquiry.		

CKA	Curriculum		
Full Title of Course	Evaluation and Assessment of Curricula	**Year Completed**	2004
Full Name of College	Emory University		
Location – City & State	Atlanta, GA	**Outside of USA?**	No
Credit Level	☐ Undergraduate Level ☒ Graduate Level	**Number of Credits**	3.0
Justification **Why is course aligned with this CKA?**	This course is designed to provide students with the evaluation techniques necessary to analyze curricula, educational resources and instructional strategies. Students apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curricula and assessment as they relate to instruction.		

CKA	Curriculum		
Full Title of Course	Standards-Based Curriculum and Instruction	**Year Completed**	2005
Full Name of College	Emory University		

Location – City & State	Atlanta, GA	Outside of USA?	No
Credit Level	☐ Undergraduate Level ☒ Graduate Level	Number of Credits	3.0
Justification Why is course aligned with this CKA?	This course examines essential components of a cohesive curriculum based on such influences as national and state standards established to guide local curricular planning and development to meet the changing needs of students and other stakeholders in a diverse community. Processes for development of curricula at classroom, building and district levels, regardless of grade, academic discipline or kind of student, are considered in preparation for hands-on experience in creating curriculum in the student's primary discipline. Integrating differentiated instruction through various curriculum designs allows the educator to develop necessary skills, as an instructional leader, to facilitate his or her faculty's creation of successful curriculum documents.		

Sample Training Module – Guidelines for Completion

The following are guidelines to support applicants' completion of the sample training module. Modules must be complete and include sufficient detail for reviewers to assess the training content, sequence and delivery.

1. **Title of Training –** Provide the title of the training. The title should clearly reflect the training content level and CKA.
2. **Length of Training –** Indicate the length of the training by specifying the number of *clock hours* for the entire training based on the minimum of two PLUs.
3. **CKA –** Indicate which CKA the training addresses. (See the "CKAs" section on page 11 of *TAP Manual (September 2023)*).
4. **Level –** This is the training content level the audience is seeking. (See the "Training Content Levels" section on page 14 of *TAP Manual (September 2023)*).
5. **Target Audience –** This is the audience towards which the training content is aimed.
6. **Brief Description of Training –** Provide a brief overview of the training and the benefits for participants.
7. **Three Training Objectives –** List three training objectives that are specific and attainable. Objectives highlight what participants should know and be able to do as a result of the training experience. These training objectives should be aligned with the training topic, content level and CKA.
8. **Training Sequence and Pace –** Using the chart provided, briefly describe the engagement/interactive activities that you will facilitate during the training to ensure the three objectives are met.
9. **Various Engagement Opportunities –** Describe the engagement opportunities during the training to support participants' understanding of the content.
10. **References/Resources –** Using the chart provided, identify the resources and scholarly references and resources used to support the training content. A minimum of three reputable sources published within the past 10 years must be referenced. Sources can include journals, books, early childhood magazines, position statements, etc.
11. **Intermediate- and Advanced-Level Training –** If the training level is intermediate or advanced, include a pre-test and a post-test regardless of the training format. These assessments measure the effectiveness of the training. The tests must also reflect the depth of training content and the training objectives.
12. **Advanced Level Training –** If the training level is advanced, include an action plan or follow-up activity that will help the participants implement the concepts learned.

Sample Training Module or Asynchronous Web-Based Training – Scoring Rubric

Submitted sample training modules for in-person/synchronous web-based and modules/prerecorded webinars for asynchronous web-based trainings will be evaluated using the following rubric. Applicants must receive a final score of 30 points or higher on the rubric.

Training Module Evaluation Rubric					
Criteria	*2 points*	*3 points*	*4 points*	*5 points*	*Score*
1. Uses quality writing	The training module is poorly written and has several grammatic or spelling errors (more than five).	The training module has three to five grammatic or spelling errors.	The training module is satisfactory in that it only has one to two grammatic or spelling errors.	The training module is very clearly written with no errors in grammar usage, mechanics or spelling.	
2. Specifies measurable learning objectives	None of the learning objectives are written in measurable terms.	At least one of the learning objectives is written in measurable terms.	At least two of the learning objectives are written in measurable terms.	All of the learning objectives are written in measurable terms.	
3. References/ resources cited are reputable, published within the last 10 years and appropriate for use as a foundation of training content	There are insufficient sources cited or the sources cited are not reputable, published within the last 10 years or appropriate for training content.	One of the sources cited is reputable, published within the last 10 years and appropriate for training content.	Two 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	Pacing allotted for the delivery of training is not articulated.	Pacing allotted for the delivery of training is poorly articulated.	Pacing allotted for the delivery of training is fully articulated but for less than the minimum length of two hours.	Pacing allotted for the delivery of training is fully articulated for the minimum length of two hours.	

Training Module Evaluation Rubric					
Criteria	*2 points*	*3 points*	*4 points*	*5 points*	*Score*
5. Offers various engagement opportunities	Methods used do not explicitly provide engagement opportunities.	Methods used provide one engagement opportunity.	Methods used provide two engagement opportunities.	Methods used provide three or more engagement opportunities.	
6. Training description	The content, rationale and benefits to the participants are not described.	Of the content, rationale and benefits to the participants, only one is described.	Of the content, rationale and benefits to the participants, only two are described.	The content, rationale and benefits to the participants are fully described.	
7. Alignment between learning objectives and targeted core knowledge area (CKA)	None of the learning objectives are aligned with the targeted CKA.	Only one learning objective is aligned with the targeted CKA.	Only two of the learning objectives are aligned with the targeted CKA.	All learning objectives are fully aligned with the targeted CKA.	
8. Alignment between learning objectives and targeted training level	None of the learning objectives are aligned with the targeted training level.	Only one learning objective is aligned with the targeted training level.	Only two of the learning objectives are aligned with the targeted training level.	All learning objectives are fully aligned with the targeted training level.	
Final Score for Sample Training Module					**/40**

Sample Training Module – Example

NOTE: This is not intended to serve as a model. This is only to provide additional guidance.

Title of Training: Positive Guidance: Promoting Social-Emotional Competence

Length of Training: 4 hours

Core Knowledge Area (CKA):
☐ Child Growth and Development
☐ Building Family and Community Relationship
☐ Observing, Documenting and Assessing to Support Young Children and Families
☐ Health, Safety and Nutrition
☐ Diversity: Family, Language, Culture and Society
☐ Curriculum
☐ Program Management, Operation and Evaluation
☐ Inclusive Practices
☐ Professionalism and Advocacy
☒ Social-Emotional Development and Mental Health
☐ Learning Environments

Level: ☐ Basic   ☒ Intermediate   ☐ Advanced

Target Audience Check all that apply.
☒ Before-/after-school age program staff
☒ Staff working with ages birth to 12 months
☒ Staff working with ages 12 to 36 months
☒ Staff working with ages 36 to 60 months
☒ Staff working with children in kindergarten to third grade
☐ Early intervention/special education staff
☐ Program administrators
☐ Other (please specify):

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 a 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 Training Objectives

At the end of this training, the learner will be able to:
1.   Describe the importance of building relationships with children, families and colleagues and list characteristics of positive interactions and supportive relationships.

2.	Describe the relationship between children's social-emotional development and their challenging behavior.
3.	Apply a variety of guidance techniques that support social-emotional development.

Training Sequence and Pace
(Must align with training objectives, adult learning principles and CKA(s).)

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, to identify specific strategies to build supportive relationships with children and to create environments that support children's social-emotional development (e.g., 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 (e.g., tantrums, biting and 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.

Activity/Learning Opportunities	Length of Activity	Goal of This Activity
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).
YouTube Clips (view three clips approximately four 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 Special Developmental Needs and Abilities	20 minutes	This activity will allow participants to further their understanding of special developmental needs and abilities when addressing challenging behaviors and to learn specific strategies for children who require additional support.

Break times are not included.

References/Resources
What scholarly resources are used to support the training content? A minimum of three from the past 10 years are required.

Title	Source		Author	Year
	Name of Source	*Type of Source*		
Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (4th Edition)	Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (4th Edition)	Book	S. Bredekamp and C. Copple	2022

Title	Source		Author	Year
	Name of Source	*Type of Source*		
Focus on Developmentally Appropriate Practice: Equitable and Joyful Learning in Preschool	Focus on Developmentally Appropriate Practice: Equitable and Joyful Learning in Preschool	Book	I. Alanís, T. Sturdivant and S. Friedman	2023
"How are you feeling?" Strategies for helping children understand and manage emotions	Young Children	Journal	V. J. Norman, A. C. Juhasz, K. N. Useche and K. M. Kinniburgh	2021
"You're okay" may not be okay: Using emotion language to promote toddlers' social and emotional development	Young Children	Journal	E. K. King	2021

NOTE: If this is an *intermediate-* or *advanced-level training*, please include a pre-test and post-test. If this is an *advanced-level training*, please include a pre-test, a post-test and an action plan with a follow-up activity. See "Sample Training Module – Guidelines for Completion" in *TAP Additional Resources*.

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.

Sample Training Module – Action Plan – Example

NOTE: Required for advanced-level training only. This is not intended to serve as a model. This is only to provide additional guidance.

Action Plan for Promoting Social-Emotional Competence[1]

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 behaviors		
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		

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[1] Reference: Supporting Inclusive Early Learning: Working Together for Inclusion & Belonging. (n.d.). Visual Inventory of Practice for Promoting Children's Social-Emotional Competence. Retrieved from cainclusion.org/teachingpyramid/inventory-of-practice/

Designing Supportive Environments		
Skills and Indicators	**Strategies I Will Use to Implement New Practices or Support Current Practices**	**Supports and Resources Needed to Accomplish These Activities**
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 • Teaches 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		
Skills and Indicators	**Strategies I Will Use to Implement New Practices or Support Current Practices**	**Supports and Resources Needed to Accomplish These Activities**
Interacts with children to develop their self-esteem • Demonstrates active listening with children • Avoids judgmental statements • Recognizes children's 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		

Sample Training Module Presentation – Overview

Once the initial approval application is approved, applicants who have applied to deliver in-person or synchronous online trainings will be asked to prepare a one-hour sample training module presentation, which is a sample presentation of a submitted sample training module. Applicants who have submitted more than one module need only to present one of the modules. The panel of four to six professional reviewers will evaluate the sample training module presentation utilizing the "Sample Training Module Presentation – Scoring Rubric" in this document.

Applicants are required to submit in advance all needed training materials, any visual aids and handouts for approximately six reviewers. If presenting in person, applicants also need to bring any necessary audiovisual equipment.

Sample Training Module Presentation – Scoring Rubric

H&A will use this rubric[2] to score sample presentations. Minimum scores are required in each section in order to pass this step of the approval process and to become an approved trainer. Note that there are descriptions under most items that are meant to help TAP applicants better understand the scored item.

The scoring rubric is divided into four sections:

1. **Content.** This section measures whether the applicant provides adequate learning objectives and shows an understanding of the training material.

2. **Plan and Method for Instruction.** This section measures whether a trainer applicant shows an ability to set learning objectives and ensure that these objectives are met through an engaging training plan. It also measures whether a trainer applicant includes appropriate content and supporting material for the training audience.

3. **Organization.** This section measures whether the training is organized and flows logically.

4. **Professionalism and Ethics**. This section measures whether the applicant is prepared to provide the community with a professional training opportunity that respects various cultures, upholds a responsibility to the profession and adheres to professional practices.

Applicants receive a total score in each category and must meet the predetermined benchmark for **each individual category** in order to be approved. The benchmarks are as follows:

Content	Plan and Methods for Instruction	Organization	Professionalism and Ethics
56/70	84/105	24/30	24/30

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[2] The scoring rubric was created with guidance from other state models and adapted to align with OSSE's TAP. Additional content was adapted from:

Brookhart, S. M. (2018). Appropriate criteria: Key to effective rubrics. *Frontiers in Education, 3* doi.org/10.3389/feduc.2018.00022

Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. ASCD.

CONTENT The extent to which the trainer applicant shows an understanding of the training material	Not at all	Seldom	Somewhat	Mostly	Completely	Score	COMMENTS
Training title and description							
1. Matches training title and description to the content	1	2	3	4	5		
Develops measurable objectives and aligned activities directly linked to program and participant needs							
2. Connects the stated learning objectives to the actual content of the training 3. Describes the desired performance or behavior 4. Sets measurable standards or criteria for performance 5. States objectives that are both specific and achievable	1	2	3	4	5		
Addresses early learning standards							
6. Aligns learning objectives with OSSE Licensing Regulations, OSSE DEL Core Knowledge Areas (CKAs) and District of Columbia Early Learning Standards (DC ELS)	1	2	3	4	5		
Matches content and activities with targeted participant group							
7. Designs the curriculum to address learning objectives and participant context	1	2	3	4	5		
Matches content and activities with indicated CKA(s)							
8. Clearly matches content and activities to designated CKA(s)	1	2	3	4	5		
Reflects current research and best practice in content							
9. Ensures that content clearly reflects current research and best practice	1	2	3	4	5		
Reflects cultural awareness and learner diversity in content							
10. Ensures that content clearly reflects cultural relevance	1	2	3	4	5		
11. Ensures that content clearly reflects diverse learners	1	2	3	4	5		
Adjusts scope of content to design a realistic learning agenda							
12. Allots sufficient time to explore content area(s) 13. Builds in activities within the training for exploration of training content 14. Allows learners the opportunity to think about concepts again after exploration (e.g., group discussion, reflection activity)	1	2	3	4	5		
					TOTAL CONTENT SCORE		**/70**
Additional Notes:							

PLAN AND METHODS FOR INSTRUCTION The extent to which the trainer applicant shows an ability to set learning objectives and ensure that these objectives are met through an engaging training plan	Not at all	Seldom	Somewhat	Mostly	Completely	Score	COMMENTS
Attention to whether learning objectives are met							
15. Includes a check of prior knowledge and skill levels of learners in the room at beginning of training	1	2	3	4	5		
16. Shows a plan to check for learner understanding of training material throughout the training (e.g., a question-and-answer period, practice of skills with feedback, reflection time, planning time)	1	2	3	4	5		
17. Applies knowledge and skills to real-world settings	1	2	3	4	5		
18. Guides learner curiosity and consideration of training concepts	1	2	3	4	5		
19. Shows a plan to use the learner's real world work to apply training content	1	2	3	4	5		
20. Provides opportunities for learners to try out new ideas and receive feedback (e.g., role play, small group work, reflection time, discussion time)	1	2	3	4	5		
21. Summarizes the training material and discusses next steps 22. At the end of training, stresses application of training content	1	2	3	4	5		
Includes shared activities and group interaction							
23. Encourages shared activities between learners 24. Models skills and gives examples of ideas that meet the needs of the learners 25. Includes a variety of different types of experiences in the training 26. Offers choices to learners for how to engage 27. Does not overuse lecture or any one method	1	2	3	4	5		
Handouts/materials support the content and learning objectives of the presentation							
28. Provides handouts/materials and resources that relate to the content and learning objectives	1	2	3	4	5		
Handouts/materials are professionally presented and, when applicable, cite references and sources							
29. Provides handouts/materials that are professional in appearance 30. Properly references resources and cites sources as needed	1	2	3	4	5		
Links content to practical application							
31. Links content to application in real world settings 32. Explores real issues, questions or problems with meaningful activities	1	2	3	4	5		

PLAN AND METHODS FOR INSTRUCTION (CONTINUED)	Not at all	Seldom	Somewhat	Mostly	Completely	Score	COMMENTS
Designs content and training plan with the audience in mind							
33. The language of the training meets this audience and limits the use of industry jargon 34. Clearly defines all jargon used for audience	1	2	3	4	5		
Suggestions for further learning							
35. Shares other sources of information and includes suggestions for further learning outside of the training	1	2	3	4	5		
TOTAL PLAN AND METHODS FOR INSTRUCTION SCORE							***/105***
Additional Notes:							

ORGANIZATION The extent to which the sample presentation is organized and flows in a logical manner	Not at all	Seldom	Somewhat	Mostly	Completely	Score	COMMENTS
Establishes logical sequence of engagement/interactive activities in agenda and outline							
36. Organizes engagement/interactive activities that flow in a logical sequence 37. Meets the needs of the intended audience	1	2	3	4	5		
Overall organization and consistency							
38. Presents in an organized and consistent manner that is easy to understand 39. Ensures that the description, learning objectives, content and methods are consistent and connect to each other	1	2	3	4	5		
Overall quality of writing							
40. Submits materials that are clearly written and easy to understand 41. Has few or no errors in grammar, usage, mechanics and/or spelling	1	2	3	4	5		
				TOTAL ORGANIZATION SCORE			**/30**
Additional Notes:							

PROFESSIONALISM AND ETHICS The extent to which the training respects various cultures, upholds a responsibility to the profession and adheres to professional practices	Not at all	Seldom	Somewhat	Mostly	Completely	Score	COMMENTS
Adheres to professional practices							
42. Maintains poise and professionalism 43. Maintains appropriate demeanor and attire	1	2	3	4	5		
Demonstrates a responsibility to others							
44. Demonstrates respect and consideration for all participants 45. Models an approach to cross-cultural encounters characterized by an open mind, a willingness to learn from each other, mutual respect, objectivity and rational critique	1	2	3	4	5		
Demonstrates a responsibility to the profession							
46. Cites source material fully and accurately 47. Incorporates current information about initiatives, laws, state mandates and field practices into training	1	2	3	4	5		
TOTAL PROFESSIONALISM AND ETHICS SCORE							**/30**
Additional Notes:							

CDA Proposed Training Curriculum

The CDA proposed training curriculum form is an electronic form that may be found through the TAP initial approval application webpage on OSSE's website: osse.dc.gov/publication/trainer-approval-program-tap-initial-approval-application. It must be completed and uploaded in the appropriate section of the online initial approval or renewal application.

TAP applicants applying for approval to be certified as a CDA trainer must complete the following with the proposed training curriculum to be used, then upload the completed form in the appropriate section of the online initial approval or renewal application. Per the Council for Professional Recognition (the administrator of the CDA credential), CDA trainers must come from an organization and individual trainers are not eligible to be trainers for the CDA.

Name of Organization	
Total Number of Hours of CDA Courses Offered	

Course Names – Please list courses here then complete the remainder of the form with the requested information for each course.			
1.	Click here to enter text.	6.	Click here to enter text.
2.	Click here to enter text.	7.	Click here to enter text.
3.	Click here to enter text.	8.	Click here to enter text.
4.	Click here to enter text.	9.	Click here to enter text.
5.	Click here to enter text.	10.	Click here to enter text.

Course 1	
Name of Course	
Course Description	
CDA Subject Area Covered	☐ 1. Planning a safe and healthy learning environment ☐ 2. Advancing children's physical and intellectual development ☐ 3. Supporting children's social and emotional development ☐ 4. Building productive relationships with families ☐ 5. Managing an effective program

	☐ 6. Maintaining a commitment to professionalism
	☐ 7. Observing and recording children's behavior
	☐ 8. Understanding principles of child development and learning
Ages Covered in Course	☐ Infant to toddler (birth to 36 months)
	☐ Preschool (3 to 5 years)
	☐ Family child care (birth to 5 years)
Type and Number of Hours Earned	☐ Clock hours
	☐ Credit hours
	Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 2	
Name of Course	
Course Description	
CDA Subject Area Covered	☐ 1. Planning a safe and healthy learning environment
	☐ 2. Advancing children's physical and intellectual development
	☐ 3. Supporting children's social and emotional development
	☐ 4. Building productive relationships with families
	☐ 5. Managing an effective program
	☐ 6. Maintaining a commitment to professionalism
	☐ 7. Observing and recording children's behavior
	☐ 8. Understanding principles of child development and learning
Ages Covered in Course	☐ Infant to toddler (birth to 36 months)
	☐ Preschool (3 to 5 years)
	☐ Family child care (birth to 5 years)
Type and Number of Hours Earned	☐ Clock hours
	☐ Credit hours
	Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 3	
Name of Course	
Course Description	
CDA Subject Area Covered	☐ 1. Planning a safe and healthy learning environment ☐ 2. Advancing children's physical and intellectual development ☐ 3. Supporting children's social and emotional development ☐ 4. Building productive relationships with families ☐ 5. Managing an effective program ☐ 6. Maintaining a commitment to professionalism ☐ 7. Observing and recording children's behavior ☐ 8. Understanding principles of child development and learning
Ages Covered in Course	☐ Infant to toddler (birth to 36 months) ☐ Preschool (3 to 5 years) ☐ Family child care (birth to 5 years)
Type and Number of Hours Earned	☐ Clock hours ☐ Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 4	
Name of Course	
Course Description	
CDA Subject Area Covered	☐ 1. Planning a safe and healthy learning environment ☐ 2. Advancing children's physical and intellectual development ☐ 3. Supporting children's social and emotional development ☐ 4. Building productive relationships with families ☐ 5. Managing an effective program ☐ 6. Maintaining a commitment to professionalism ☐ 7. Observing and recording children's behavior ☐ 8. Understanding principles of child development and learning

Ages Covered in Course	☐ Infant to toddler (birth to 36 months) ☐ Preschool (3 to 5 years) ☐ Family child care (birth to 5 years)
Type and Number of Hours Earned	☐ Clock hours ☐ Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 5	
Name of Course	
Course Description	
CDA Subject Area Covered	☐ 1. Planning a safe and healthy learning environment ☐ 2. Advancing children's physical and intellectual development ☐ 3. Supporting children's social and emotional development ☐ 4. Building productive relationships with families ☐ 5. Managing an effective program ☐ 6. Maintaining a commitment to professionalism ☐ 7. Observing and recording children's behavior ☐ 8. Understanding principles of child development and learning
Ages Covered in Course	☐ Infant to toddler (birth to 36 months) ☐ Preschool (3 to 5 years) ☐ Family child care (birth to 5 years)
Type and Number of Hours Earned	☐ Clock hours ☐ Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 6	
Name of Course	
Course Description	
CDA Subject Area Covered	☐ 1. Planning a safe and healthy learning environment ☐ 2. Advancing children's physical and intellectual development ☐ 3. Supporting children's social and emotional development ☐ 4. Building productive relationships with families ☐ 5. Managing an effective program ☐ 6. Maintaining a commitment to professionalism ☐ 7. Observing and recording children's behavior ☐ 8. Understanding principles of child development and learning
Ages Covered in Course	☐ Infant to toddler (birth to 36 months) ☐ Preschool (3 to 5 years) ☐ Family child care (birth to 5 years)
Type and Number of Hours Earned	☐ Clock hours ☐ Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 7	
Name of Course	
Course Description	
CDA Subject Area Covered	☐ 1. Planning a safe and healthy learning environment ☐ 2. Advancing children's physical and intellectual development ☐ 3. Supporting children's social and emotional development ☐ 4. Building productive relationships with families ☐ 5. Managing an effective program ☐ 6. Maintaining a commitment to professionalism ☐ 7. Observing and recording children's behavior ☐ 8. Understanding principles of child development and learning

Ages Covered in Course	☐ Infant to toddler (birth to 36 months) ☐ Preschool (3 to 5 years) ☐ Family child care (birth to 5 years)
Type and Number of Hours Earned	☐ Clock hours ☐ Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 8	
Name of Course	
Course Description	
CDA Subject Area Covered	☐ 1. Planning a safe and healthy learning environment ☐ 2. Advancing children's physical and intellectual development ☐ 3. Supporting children's social and emotional development ☐ 4. Building productive relationships with families ☐ 5. Managing an effective program ☐ 6. Maintaining a commitment to professionalism ☐ 7. Observing and recording children's behavior ☐ 8. Understanding principles of child development and learning
Ages Covered in Course	☐ Infant to toddler (birth to 36 months) ☐ Preschool (3 to 5 years) ☐ Family child care (birth to 5 years)
Type and Number of Hours Earned	☐ Clock hours ☐ Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 9	
Name of Course	
Course Description	
CDA Subject Area Covered	☐ 1. Planning a safe and healthy learning environment ☐ 2. Advancing children's physical and intellectual development ☐ 3. Supporting children's social and emotional development ☐ 4. Building productive relationships with families ☐ 5. Managing an effective program ☐ 6. Maintaining a commitment to professionalism ☐ 7. Observing and recording children's behavior ☐ 8. Understanding principles of child development and learning
Ages Covered in Course	☐ Infant to toddler (birth to 36 months) ☐ Preschool (3 to 5 years) ☐ Family child care (birth to 5 years)
Type and Number of Hours Earned	☐ Clock hours ☐ Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Course 10	
Name of Course	
Course Description	
CDA Subject Area Covered	☐ 1. Planning a safe and healthy learning environment ☐ 2. Advancing children's physical and intellectual development ☐ 3. Supporting children's social and emotional development ☐ 4. Building productive relationships with families ☐ 5. Managing an effective program ☐ 6. Maintaining a commitment to professionalism ☐ 7. Observing and recording children's behavior ☐ 8. Understanding principles of child development and learning

Ages Covered in Course	☐ Infant to toddler (birth to 36 months) ☐ Preschool (3 to 5 years) ☐ Family child care (birth to 5 years)
Type and Number of Hours Earned	☐ Clock hours ☐ Credit hours Number of hours earned:
Textbooks and/or Other Required Course Materials Used	

Tips for PowerPoint Presentations [3]

Fonts
- Use simple fonts like Arial or Calibri. Avoid Times New Roman as it is sometimes more difficult to read.
- Use no font size smaller than 18 point.
- Clearly label each slide. 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.
- Be concise. Try to use fewer than 10 words per each line.
- For bullet points, use the "6 x 6 Rule": one thought per line with no more than six words per line and no more than six lines per slide.
- Use dark text on a light background or light text on a dark background, though 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.
- Keep the design clean and uncluttered. Leave empty space around the text and graphics.
- Use quality clip art and use it sparingly. The graphic should relate to and enhance the topic of the slide.
- Try to use the same style of graphics throughout the presentation (e.g., cartoons, 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.

Colors
- 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, as they may project differently than what appears on the monitor.
- Check the spelling and grammar.

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[3] References:

Indeed Editorial Team. (2023, Feb. 3). *How to make a good PowerPoint presentation (with tips)*. Indeed.com. indeed.com/career-advice/career-development/how-to-make-good-powerpoint

Microsoft. (n.d.) *Tips for creating and delivering an effective presentation*. Microsoft.com support.microsoft.com/en-us/office/tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b

- 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, present the information and, 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.
- When presenting in person, 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, make slides available beforehand so the audience can take notes.
- When presenting in person, do not turn your back on the audience. Try to position the monitor so you can speak from it.

Tips for Successful Sample Presentations

- Be professional in speech, attire and presentation.
- Create an agenda for your presentation and follow it closely with adherence to your timeline.
- Simplify your training to two or three obtainable objectives with related learning experiences.
- Make sessions interactive.
- Incorporate a variety of teaching methods.
- Use technology with which you are familiar.
- Communicate your experience! What makes you the "expert"?
- Cite all of your resources and sources.
- Ensure participants grasp the content matter.
- Be sure to summarize training material and discuss the implementation of training content.

Resources for Approved Trainers

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 seek growth in areas of limited knowledge.
- Recognize the limits of his/her competence, culture and experience in providing services and neither seek nor accept assignments outside those limits.
- Be aware of his/her personal values, biases, dispositions and the possible effects on others.
- Keep current with changes in the ECE field or field of specialization.
- 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 PD 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 topic area.
- Be familiar with a variety of early childhood settings and the PD levels of training participants.
- Research the current trends in the topics to be presented and synthesize these findings to support 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 demonstrate 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.

Policies and Procedures for Training Registrants and Attendees

The following policies and procedures are to inform the training registrants and attendees of expectations. The notice will be included with OSSE Learning Management System (LMS) training registrations (e.g., on the training registration page). A copy of these policies and procedures may also be found through the TAP webpage on OSSE's website: osse.dc.gov/publication/trainer-approval-program-tap-process.

DIVISION OF EARLY LEARNING
Professional Development – Policies and Procedures for Training Registrants and Attendees

The Office of the State Superintendent of Education (OSSE), Division of Early Learning (DEL) continues to support early care and education professionals by providing trainings and workshops through a learning management system at no cost to participants. In order to continue providing the vast majority of these dynamic resources for free, we ask that each participant who registers for a training through OSSE adhere to the following conditions and professional expectations.

For in-person trainings:
a. Plan to arrive at least 10 to 15 minutes before the training is scheduled to begin to allow for any unforeseen delays (e.g., with your transportation or trying to find the training room) as well as any check-in required in the building in which the training is taking place. We suggest that you review the directions to a training location in advance.
b. Bring government-issued identification with you to each training. Many buildings require this for entry and security. You may be turned away without proper identification.
c. Be engaged in the training. Certificates for these trainings are for professional learning units (PLUs)/clock hours earned, not for attendance. An engaged participant is paying attention to the trainer, taking notes and responding to the trainer's questions. If you are not engaging in the training and instead are consistently texting on your phone, frequently stepping out to take calls or missing for a large part of the training, the trainer and/or H&A reserves the right to not award full or any PLUs for the training. As a courtesy to all, please turn off all cell phones, tablets (unless taking notes) and other electronic devices. Please do not read or send text messages or use Facebook, Twitter or Instagram during the training. If you have a family or medical emergency and need to receive a call, let the instructor know at the beginning of the training (if possible).
d. Remain for the entire training.
e. Be professional and respectful of the trainer, your peers and anyone else attending the training. Inappropriate, impolite and disorderly behaviors are unacceptable. The trainer, H&A staff or OSSE staff will ask anyone exhibiting such behavior to leave the training room and the premises. If the request is not complied with, law enforcement (e.g., security guards, police, etc.) may be called to assist with the situation.
f. Refer to the following professional expectations for when/if there are unforeseen circumstances that will impact your participation in the training:

o   If you are unable to attend a training for which you have registered, please cancel your registration through the OSSE LMS. If you experience difficulties cancelling your registration, contact the ECE Help Desk at (202) 478-5903.

o   If you will arrive late, please note that trainers reserve the right to deny entrance after a 10-minute grace period.

o   If you will arrive late due to an unforeseen emergency (e.g., delays due to the Metro, police, fire, being lost, etc.), please call (202) 905-2358 to alert H&A.

g.   Certificates of course completion are issued based on successful completion of any assignments/assessments as well as a course survey. Certificates will be available in your OSSE LMS account.

For synchronous web-based trainings:

a.   Ensure that you have the training access information beforehand. This information will be available through the OSSE LMS as well as system emails sent prior to the training.

b.   Log on to the training at least 10 to 15 minutes prior to when it will begin to ensure that you have the correct access information, that you have taken any additional steps required for registration and that you have time to address any minor issues with your device's audio or video. Logging on early will also ensure that you do not miss any important information or instructions given at the beginning of the session. If you experience difficulties with accessing the training, contact the ECE Help Desk at (202) 478-5903 or H&A at (202) 905-2358. Please note that there may not be anyone readily available to answer or address your issue, as there are often multiple trainings happening simultaneously and staff may be busy assisting others.

c.   If you were emailed online training access information from OSSE, H&A or the trainer, please do not share it with anyone who has not registered for the training. Many webinar platforms have limits on the number of devices logged on to a training and unregistered individuals may take the spot of a registered individual.

d.   Be respectful of the trainer, your peers and anyone else attending the online training. As a courtesy to all, please mute your microphone so that any ambient noise is not disruptive to the training. Follow the trainer's instructions regarding how to ask a question or make a comment during the training.

e.   Be engaged in the training. An engaged participant is paying attention to the trainer, taking notes and responding to the trainer's questions.

f.   Refer to the following professional expectations for when/if there are unforeseen circumstances that will impact your participation in the training:

o   If you are unable to join a training for which you have registered, please cancel your registration through the OSSE LMS. If you experience difficulties cancelling your registration, contact the ECE Help Desk at (202) 478-5903.

g.   Certificates of course completion are issued based on successful completion of any assignments/assessments as well as a course survey. Certificates will be available in your OSSE LMS account.

For asynchronous web-based trainings:

a.   Ensure that you have the training access information beforehand. This information will be available through the OSSE LMS.

b.   If you experience difficulties with accessing the training, contact the ECE Help Desk ((202) 478-5903 or ECEhelpdesk@dc.gov) or H&A ((202) 905-2358 or OSSELMS@erhurleyassoc.com).

c.   Be engaged in the training. An engaged participant is paying attention to the content presented and taking notes.

d. Certificates of course completion are issued based on successful completion of any assignments/assessments as well as a course survey. Certificates will be available in your OSSE LMS account.

Frequently Asked Questions

What happens if I am late to an OSSE-sponsored training?
If arriving late to an in-person training due to an unforeseen emergency (e.g., delays due to the Metro, police, fire or unusual circumstances) please call (202) 905-2358 to alert H&A. Trainers reserve the right to deny entrance after a 10-minute grace period.

If arriving late to a synchronous online training, note that you might not be able to access it because the capacity has been reached or the trainer has blocked any late arrivals to the training.

Are courses free?
All courses listed in the OSSE LMS are free unless otherwise noted in the training description.

Do I have to register to attend a training offered by OSSE?
Yes. Registering for trainings you intend to attend is important for several reasons:
a. In the event that the training is overbooked or there is a waitlist, preference is given to participants who are registered to attend.
b. For in-person trainings, trainers need an accurate count of those coming to their training in order to ensure sufficient seating and training materials. Walk-in participants are not guaranteed a seat or training materials.
c. For synchronous and asynchronous web-based trainings, access is only available when registered through the OSSE LMS
d. Notifications about a training cancellation or postponement for any reason (e.g., issues regarding trainer or venue, low registration) will only be sent to those registered.

Do I need to print my email confirmation for entry to an in-person training?
Please bring a copy of your registration confirmation email to the training with you. A printout or the actual email on your device (e.g., smartphone, laptop computer or tablet) is acceptable. In the event that the training is overbooked, preference is given to participants who are registered to attend.

What should I do if I am no longer able to attend a training I registered for?
If you are unable to attend a training you have registered for, please cancel your registration through the OSSE LMS. If you experience difficulties cancelling your registration, please contact the ECE Help Desk at (202) 478-5903.

When we meet at a community site (Smithsonian, Rock Creek Park, etc.) and I cannot find the training group, what do I do?

When possible during off-site trainings, there is a H&A staff member and/or trainer to greet participants upon their arrival. If arriving late, locate the information booth at the community site and ask for information regarding your training. If you are still unable to find the training, call H&A at (202) 905-2358 or the OSSE ECE Help Desk at (202) 478-5903.

PD Requirements for DC Early Care and Education Staff

Per [DCMR 5-A139](#), DC child development facility staff must fulfill certain PD requirements within certain time periods from their dates of hire as well as yearly. Only trainings offered by TAP-certified trainers or institutions accredited by the US Department of Education or the CHEA will be accepted by OSSE. TAP-certified trainers may offer trainings to address the requirements but are not limited in these topics.

Ongoing requirements

Every paid staff member of a child development facility whose duties or responsibilities include the care of children are required to participate in ongoing PD including:
1. Registration with and participation in the OSSE LMS;
2. Pre-service and orientation training on health and safety standards, as detailed in this section;
3. Annual training to maintain and update the employee's knowledge of health and safety standards; and
4. Annual PD that:
   a. Incorporates the knowledge and application of DC's early learning and developmental guidelines;
   b. Promotes the social, emotional, physical and cognitive development of children; and
   c. Improves the knowledge and skills of directors, teachers and caregivers in working with children and their families.

Within 30 calendar days

Within 30 calendar days of date of hire, each staff member should, at a minimum, obtain training in:
1. Child abuse and neglect, prevention, detection and reporting;
2. Emergency preparation and response planning for emergencies resulting from a natural disaster or a human-caused event;
3. Prevention of sudden infant death syndrome and use of safe sleep practices, as applicable;
4. Prevention of shaken baby syndrome and abusive head trauma, as applicable; and
5. First aid and CPR.[4]

Within 90 calendar days

Within 90 calendar days of date of hire, each staff member should receive orientation training in additional health and safety standards that should include, at a minimum:
1. Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable;
2. Prevention and control of infectious diseases, including immunization;
3. Administration of medication, consistent with standards for parental or guardian consent;
4. Prevention of and response to emergencies due to food and allergic reactions;
5. Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water and vehicular traffic; and

---

[4] First aid/CPR courses may not be offered wholly online to DC's ECE workforce. There must be an in-person practicum element (e.g., the American Red Cross's First Aid/CPR/AED Blended Learning Program). Trainers of first aid/CPR must have an acceptable sponsoring entity such as the American Red Cross, the American Heart Association or the National Safety Council.

6. Poison prevention, including the handling and storage of hazardous materials and the appropriate disposal of bio contaminants.

Before caring for children unsupervised

Before staff members are allowed to care for children unsupervised, they must complete the following health and safety trainings:
1. Prevention of sudden infant death syndrome and use of safe sleep practices, as applicable;
2. Prevention of shaken baby syndrome and abusive head trauma, as applicable;
3. First aid and CPR;
4. Poison prevention, including the handling and storage of hazardous materials and the appropriate disposal of bio contaminants; and
5. Prevention and control of infectious diseases, including immunization.

Before transporting children

If responsible for transporting children, staff members should receive additional training in the following areas before assuming transportation duties:
1. Transportation regulations, including the modeling of how to properly conduct a vehicle passenger check and demonstration by staff to director on how to conduct a vehicle passenger check;
2. Proper use of child safety restraints required by DC law;
3. Proper loading, unloading and monitoring of children;
4. Location of first aid supplies; and
5. Emergency procedures for the vehicle, including actions to be taken in the event of accidents or breakdowns.

Annual PD

Each staff member whose duties or responsibilities include the care of children should be pursuing PD every year, including training that maintains and updates the health and safety standards, as follows:
1. Child development center staff should participate in at least 21 hours of PD annually;
2. Child development home caregivers and staff should participate in at least 12 hours of PD annually; and
3. Expanded home caregivers and staff should participate in at least 15 hours of PD annually.

Annual training that maintains and updates the health and safety standards shall include:
1. Child abuse and neglect, prevention, detection and reporting;
2. Emergency preparation and response planning for emergencies resulting from a natural disaster or a human-caused event;
3. Prevention of sudden infant death syndrome and use of safe sleep practices;
4. Prevention of shaken baby syndrome and abusive head trauma;
5. First aid and CPR;
6. Prevention and control of infectious diseases, including immunization;
7. Administration of medication, consistent with standards for parental or guardian consent;
8. Prevention of and response to emergencies due to food and allergic reactions;
9. Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water and vehicular traffic;
10. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants; and

11. Identifying, approaching and referring students showing signs of psychological distress to appropriate support services.

Beyond the health and safety standards, other annual PD may include:
1. Developmentally appropriate programming for infants, toddlers, pre-K and/or school-age children, as applicable;
2. Developmentally appropriate methods of positive behavior intervention and support;
3. Inclusion of children with special needs, including the Americans with Disabilities Act and the Individuals with Disabilities Education Act;
4. Communication and collaboration with parents, guardians and families;
5. Community health and social services resources for children and families;
6. Planning developmentally appropriate programs and activities for children and families;
7. Enhancing self-regulation and self-esteem in children;
8. Montessori curriculum, pedagogy, classroom management and other topics specific to the Montessori program, if applicable;
9. Basic or advanced business practices; and
10. Any other area as determined by OSSE.

Sources of Trainings Fulfilling PD Requirements

Staff may receive the required pre-service training, orientation training and PD in a variety of settings, including but not limited to seminars, in-person or online courses, workshops, conferences or association meetings:
1. Conducted by an OSSE approved trainer or training organization through OSSE's Trainer Approval Program, or any similar program established by OSSE; or
2. Conducted by institution accredited by the US Department of Education or the Council for Higher Education Accreditation.

Room Arrangement Checklist[5]

☐ Select a seating arrangement to support the event and presenter's goals.

☐ Provide comfortable chairs.

☐ Arrange for adjustable chairs if the training is all day.

☐ Provide a 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 an 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 the 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 the presenter, audience and activities planned.

☐ Find out who to contact when problems occur.

☐ Raise the speaker with a podium or platform so those in the back can see.

☐ Consider whether to use a lectern. Lecterns cover about 75% of the body and restricts the speaker's movement.

☐ Locate screens and related visual equipment so the audience can see.

☐ Determine which wall will be the front of the room.

☐ Place the entrance at the rear of the 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.

☐ Test equipment for working order (e.g., video, monitors).

☐ Note the proximity to restrooms and coat storage.

☐ Confirm exits are clearly marked.

☐ Provide signs on outside door(s) and inside identifying the event and time.

☐ Arrange for registration and program material distribution.

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[5] Reference: Wallace, M. (2002). Guide on the Side - Room Setups for Presentations and Training - One Size Does NOT Fit All. llrx.com/2002/01/guide-on-the-side-room-setups-for-pr2003esentations-training-one-size-does-not-fit-all/

Training Certificate Checklist and Sample Training Certificate Template

When a training is offered external to the OSSE LMS by a TAP-certified trainer to the DC ECE workforce, a certificate must be issued that includes the following:

☐ A page header with the organization's name and logo if the trainer is an organization
☐ Title of the training
☐ Date of the training
☐ Number of PLUs/clock hours received (see "PLUs/Clock Hours" section on page 31 of *TAP Manual (September 2023)*)
☐ CKA (s)
  o The maximum number of CKAs that a training may cover cannot exceed the number of hours of the training's duration (see the "Training Requirements" section on page 30 of *TAP Manual (September 2023)*).
  o If the training covers more than one CKA, identify the number of clock hours covered in each specific area.
☐ Training content level
☐ Presenter/trainer name with the label "OSSE Certified Early Care and Education (ECE) Trainer"
☐ Signature of trainer and/or organization's administrator
☐ The TAP trainer approval number labeled "OSSE Trainer Approval Number"

If referencing OSSE and/or DEL in the certificate, ensure that the references are correct (i.e., the whole names are spelled out and accurate).

NOTE: The OSSE LMS generates certificates for participants of trainings offered through the system. The participant must complete any assignments/assessments as well as a course survey to earn the certificate.

Below is a sample training certificate template. Any bolded text is the exact wording that should be used. Any italicized text is a placeholder for the applicable information to be entered.

Header: Organization's Name/Logo

Certificate of Completion

Awarded to
Name of Participant

For # Professional Learning Units/Clock Hours of Training in
Title of Training

Core Knowledge Area(s): (list)
Training Content Level: (basic, intermediate, advanced)

OSSE Certified Early Care and Education (ECE) Trainer: **OSSE Trainer Approval Number:**
_____   _____

Signature: **Date:**
_____   _____

OSSE LMS Training – Scoring Rubric

When submitting a training to be published in the OSSE LMS (see the "Publishing a Training in the OSSE LMS" section beginning on page 32 of *TAP Manual (September 2023)*), information about the training and all materials to be used during the training (e.g., PowerPoint, handouts) must be sent for review and approval via the "New Training Submission" Smartsheet form found at app.smartsheet.com/b/form/afd419475db243f3ab8383415759efdb (see the "OSSE LMS – New Training Submission Form" in this document). If the training is a new training that has not previously been offered through the OSSE LMS, the form must be submitted at least twelve weeks prior to the scheduled training. If the training has previously been offered through the OSSE LMS or Professional Development Information System (PDIS) on another date, the form must be submitted at least six weeks prior to the scheduled training.

The following rubric, or one like it, will be used to evaluate the training. As part of approval to be published in the OSSE LMS, the training must receive at least an established minimum score for the rubric. The minimum score for the rubric below is 30 points out of a maximum of 40 points. The current rubric used may be found through the TAP webpage on OSSE's website: osse.dc.gov/publication/trainer-approval-program-tap-process.

Training Module Evaluation Rubric					
Criteria	*2 points*	*3 points*	*4 points*	*5 points*	*Score*
1. Uses quality writing	The training module is poorly written and has several grammatic or spelling errors (more than five).	The training module has three to five grammatic or spelling errors.	The training module is satisfactory in that it only has one to two grammatic or spelling errors.	The training module is very clearly written with no errors in grammar usage, mechanics or spelling.	
2. Specifies measurable learning objectives	None of the learning objectives are written in measurable terms.	At least one of the learning objectives is written in measurable terms.	At least two of the learning objectives are written in measurable terms.	All of the learning objectives are written in measurable terms.	

Training Module Evaluation Rubric					
Criteria	*2 points*	*3 points*	*4 points*	*5 points*	*Score*
3. References/ resources cited are reputable, published within the last 10 years and appropriate for use as a foundation of training content	There are insufficient sources cited or the sources cited are not reputable, published within the last 10 years or appropriate for training content.	One of the sources cited is reputable, published within the last 10 years and appropriate for training content.	Two 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	Pacing allotted for the delivery of training is not articulated.	Pacing allotted for the delivery of training is poorly articulated.	Pacing allotted for the delivery of training is fully articulated but for less than the minimum length of two hours.	Pacing allotted for the delivery of training is fully articulated for the minimum length of two hours.	
5. Offers various engagement opportunities	Methods used do not explicitly provide engagement opportunities.	Methods used provide one engagement opportunity.	Methods used provide two engagement opportunities.	Methods used provide three or more engagement opportunities.	
6. Training description	The content, rationale and benefits to the participants are not described.	Of the content, rationale and benefits to the participants, only one is described.	Of the content, rationale and benefits to the participants, only two are described.	The content, rationale and benefits to the participants are fully described.	
7. Alignment between learning objectives and targeted core knowledge area (CKA)	None of the learning objectives are aligned with the targeted CKA.	Only one learning objective is aligned with the targeted CKA.	Only two of the learning objectives are aligned with the targeted CKA.	All learning objectives are fully aligned with the targeted CKA.	

Training Module Evaluation Rubric					
Criteria	*2 points*	*3 points*	*4 points*	*5 points*	*Score*
8. Alignment between learning objectives and targeted training level	None of the learning objectives are aligned with the targeted training level.	Only one learning objective is aligned with the targeted training level.	Only two of the learning objectives are aligned with the targeted training level.	All learning objectives are fully aligned with the targeted training level.	
Final Score for Sample Training Module					**/40**

Forms and Letters

Initial Approval Application

The initial approval application for individual and organization certified trainers is now an online application that may be found through the TAP webpage on OSSE's website: osse.dc.gov/publication/trainer-approval-program-tap-process. The form presented here is provided only as an aid in the preparation of information and materials needed to complete the online application. The initial approval application will ONLY be accepted as submitted online through the mentioned link. Please be sure to consult the "Initial Approval Application Checklist" in this document.

Entity Information **ORGANIZATIONS ONLY**	Entity Name: Mailing Address: Website: Business or Tax ID: Type of Business: ☐ Non-profit ☐ For-profit Is entity licensed to do business in DC? ☐ Yes ☐ No
Primary Contact Information **INDIVIDUALS AND ORGANIZATIONS**	Name of Primary Contact: Title/Position: Mailing Address Telephone Number: E-mail Address:
Training Content Level and Delivery Method	Select the level(s) for which your entity is prepared to train and/or coach. ☐ Basic ☐ Intermediate ☐ Advanced **NOTE:** Intermediate- and advanced-level trainings must include a pre- and post-test. Advanced-level trainings must have an action plan with a follow-up activity. Training Delivery Method (check all that apply) ☐ In-person/synchronous web-based instruction ☐ Asynchronous web-based instruction If you offer asynchronous web-based instruction via modules on a website, include log-in information (e.g., website address, user identification and password) so that H&A may access the modules and review the training content. If you offer asynchronous web-based instruction via prerecorded webinar, include information on how to access an available webinar so that H&A may review the training content.
Credits	What will training participants receive after completing training? ☐ Professional Learning Units (PLUs)/Clock Hours

	☐ Continuing Education Units (CEUs)
Credits (continued)	If participants will receive CEUs, check off whether either of the following apply. ☐ International Association for Continuing Education and Training (IACET) accredited ☐ CEUs delivered via partnership with a college/university. Name of the college/university:
Specialized Field	Is your organization representing a specialized field with trainers who do not have an early childhood/child development degree or experience? Certifications must be attached. ☐ No ☐ Yes, the field is:
Core Knowledge Areas (CKAs)	Select the CKA(s) for which your or your trainers' credentials align. ☐ 1 - Child Growth and Development ☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families ☐ 3 - Health, Safety and Nutrition ☐ 4 - Curriculum ☐ 5 - Inclusive Practices ☐ 6 - Learning Environments ☐ 7 - Building Family and Community Relationship ☐ 8 - Diversity: Family, Language, Culture and Society ☐ 9 - Program Management, Operation and Evaluation ☐ 10 - Professionalism and Advocacy ☐ 11 - Social-Emotional Development and Mental Health ☐ 12 - Personal Development and Self-Care ☐ 13 - Financial Literacy
Trainer Demographics **FOR INFORMATIONAL PURPOSES ONLY**	List the total number of trainers in each category. *Gender:* [ ] Female [ ] Male *Race/Ethnic Origin:* [ ] Black or African American [ ] Hispanic [ ] Asian or Asian American [ ] Native Hawaiian/Pacific Islander [ ] American Indian/Alaska Native [ ] White or Caucasian [ ] Other *Hispanic Origin:* [ ] Yes [ ] No *Language:* Do your trainers speak a language other than English? ☐ No ☐ Yes, we have trainers that speak the following language(s):

Current List of Trainers Seeking Approval

Trainers providing professional development in the District of Columbia must meet all Office of the State Superintendent of Education, Division of Early Learning TAP requirements. List all individuals providing professional development on behalf of the organization. Attach the following documentation for each individual listed: resume/curriculum vitae, transcripts and credits aligned to CKA(s). Individuals and organizations may apply for as many CKAs as they have documentation to support.

	Trainer Name	CKA(s)	Content Level	Highest Degree Attained
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Evidence of Policy Alignment Organizations must demonstrate that their policy for hiring District of Columbia trainers meets all of the initial **and** ongoing trainer approval requirements as stated in the *TAP Manual (September 2023)*.	Do you have evidence on file that the trainers listed in this application meet the requirements for the level and CKA(s) your organization is seeking approval in? ☐ Yes ☐ No Please attach resume/curriculum vitae and transcripts for all trainers listed and list attachments here: ☐ I have enclosed a copy of the organization's policy and procedures for hiring trainers. ☐ I have enclosed a copy of the organization's trainer application form (blank). ☐ I have enclosed a copy of the organization's trainer application form (completed copy from a current trainer's file).

Contact Information – Trainer Name(s) *Individual and all trainers in organization applying for approval*	CKA(s)	Training Content Level *Complete for highest level to be approved*	
Credits Aligned to CKAs Complete for each CKA selected. You will be prompted to enter this information for all courses offered. Refer to page 17 of the *TAP Manual (September 2023)* for more information and "Sample Transcript and Credits Aligned to CKAs" in *TAP Additional Resources* for an example.			
CKA			
Full Title of Course		**Year Completed**	
Full Name of College			
Location – City & State		**Outside of USA?**	☐ Yes ☐ No
Credit Level	☐ Undergraduate Level ☐ Graduate Level	**Number of Credits**	
Justification Why is the course aligned with this CKA?			

Attachments	☐ I have enclosed a copy of my resume/curriculum vitae and my transcript(s), which include(s) the courses listed above. ☐ I have a degree from an institution outside of the United States and I have enclosed the foreign credential evaluation (see Foreign Credential Verification policy on page 17 of the *TAP Manual (September 2023)*).

HIGHER EDUCATION					
Degree Level	**Full Name of Degree**	**Date Awarded**	**Full Name of College**	**Location of College**	
				City & State	Outside of the USA?
Associates					☐ Yes ☐ No
Bachelors					☐ Yes ☐ No
Masters					☐ Yes

					☐ No
Ph.D. or Ed.D.					☐ Yes ☐ No
Specialized Field*	Credential:		Awarded by:		☐ Yes ☐ No

Prior Training Experience with Adult Learners

For individual trainers, only 50 percent of the training submitted can include those provided to your employees or colleagues as a part of your job functions. The remaining 50 percent must include training delivered to external groups.

Date	Event and Location	Was this training held for your staff or for an external audience?	Topic	Clock Hours	CKA(s) / Specialized Field(s) (if applicable)
1.					
2.					
3.					
4.					
5.					
6.					

Additional Certifications

Related certifications

Certification Type	Certifying Agency or State	Expiration Date

Work Experience in an Early Childhood Setting				
Employer	**State**	**Length of Employment**	**Full-time or Part-time**	**Position**

Sample Training Module

Complete a sample training module for each CKA and at the highest training content level in which you are seeking approval. CKAs cannot be combined. Please refer to "Sample Training Module or Asynchronous Web-Based Training – Scoring Rubric" in the *TAP Additional Resources* to understand how the module will be evaluated.

Title of Training:

Length of Training:

CKA
☐ 1 - Child Growth and Development
☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families
☐ 3 - Health, Safety and Nutrition
☐ 4 - Curriculum
☐ 5 - Inclusive Practices
☐ 6 - Learning Environments
☐ 7 - Building Family and Community Relationship
☐ 8 - Diversity: Family, Language, Culture and Society
☐ 9 - Program Management, Operation and Evaluation
☐ 10 - Professionalism and Advocacy

☐ 11 - Social-Emotional Development and Mental Health
☐ 12 - Personal Development and Self-Care
☐ 13 - Financial Literacy

Level: ☐ Basic   ☐ Intermediate   ☐ Advanced

Target Audience Check all that apply.
☐ Before-/after-school age program staff
☐ Staff working with ages birth to 12 months
☐ Staff working with ages 12 to 36 months
☐ Staff working with ages 36 to 60 months
☐ Staff working with children in kindergarten to third grade
☐ Early intervention/special education staff
☐ Program administrators
☐ Other (please specify):

Brief Description of Training:

Three Training Objectives

At the end of this training, the learner will be able to:
1.
2.
3.

Engagement/Interactive Activities and Training Pace
Must be aligned with training objectives, depth to content, adult learning principles and CKAs.

Engagement / Interactive Activity	Length of Activity	Goal of This Activity

Engagement / Interactive Activity	Length of Activity	Goal of This Activity

References/Resources

What scholarly resources are used to support the training content? A minimum of three from the past 10 years are required.

Title	Source		Author	Date
	Name of Source	*Type of Source*		

NOTE: If this is an *intermediate-* or *advanced-level training*, please include a pre-test and post-test. If this is an *advanced-level training*, please include a pre-test, a post-test and an action plan with a follow-up activity. See "Sample Training Module – Guidelines for Completion" in *TAP Additional Resources*.

References	Name of Reference One: Title/Affiliation: Relationship to Applicant: Phone Number: Email Address: Name of Reference Two: Title/Affiliation: Relationship to Applicant: Phone Number: Email Address:
Confirmation of Eligibility	I attest that the information included in this application is, to the best of my knowledge, true and accurate. If approved as an individual trainer/training organization, I/we will deliver trainings at the training level and in the CKA(s) in which I/we have been approved.

	I have read the *Trainer Approval Program Manual (September 2023)* and I/our organization will uphold the trainer expectations of the Trainer Approval Program (page 6 of the manual). I understand that approval as an individual trainer/ training organization through this application process is not equivalent to a certification and does not guarantee employment. _____ Signature of individual applicant/primary contact for organization _____ Date

Exempt Application

If seeking exempt approval, first contact H&A (OSSELMS@erhurleyassoc.com or (202) 905-2358) to confirm eligibility and to discuss any questions. Applications for exempt trainers do not have to be submitted during the regular TAP application cycle; they may be submitted at any time of the year.

The exempt application is now an online application that may be found through the TAP webpage on OSSE's website: osse.dc.gov/publication/trainer-approval-program-tap-process. The form presented here is provided only as an aid in the preparation of information and materials needed to complete the online application. The exempt application will ONLY be accepted as submitted online through the mentioned link. Please be sure to consult the "Initial Approval Application Checklist" in this document.

APPLICANT INFORMATION

Name of Organization or Agency	
Type	☐ DC Government ☐ Non-DC Government
Mission or Goal	
Primary Contact	Name of Primary Contact: Mailing Address: Email: Office Phone Number: Cell Phone Number:
Alternate Contact	Name of Alternate Contact: Email: Office Phone Number: Cell Phone Number:
Logistics	Where are trainings typically held? ☐ Yes ☐ No Are training options primarily web-based and either synchronous or asynchronous? Are training locations metro accessible? ☐ Yes ☐ No Are training locations wheelchair accessible? ☐ Yes ☐ No

	Do training locations have parking? ☐ Yes ☐ No Do training participants receive a certificate at the end of each training? ☐ Yes ☐ No Are trainings offered in languages other than English? ☐ Yes ☐ No If yes, what language(s):

TRAINING INFORMATION

Training Level	Select the level(s) for which your organization/ agency is prepared to train and/or coach. ☐ Basic - The audience is somewhat new to the concept and needs to learn or relearn the basics. ☐ Intermediate - The audience understands the basics but needs to apply what is learned. ☐ Advanced - The audience understands the basics, has already applied the concepts but needs to understand how to evaluate and synthesize the effectiveness of implementation.
Core Knowledge Areas (CKAs)	Select the CKA(s) for which your trainers' credentials align. ☐ 1 - Child Growth and Development ☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families ☐ 3 - Health, Safety and Nutrition ☐ 4 - Curriculum ☐ 5 - Inclusive Practices ☐ 6 - Learning Environments ☐ 7 - Building Family and Community Relationship ☐ 8 - Diversity: Family, Language, Culture and Society ☐ 9 - Program Management, Operation and Evaluation ☐ 10 - Professionalism and Advocacy ☐ 11 - Social-Emotional Development and Mental Health ☐ 12 - Personal Development and Self-Care ☐ 13 - Financial Literacy
Trainer Demographics **FOR INFORMATIONAL PURPOSES ONLY**	List the total number of trainers in each category. *Gender:* [ ] Female [ ] Male *Race/Ethnic Origin:* [ ] Black or African American [ ] Hispanic [ ] Asian or Asian American [ ] Native Hawaiian/Pacific Islander [ ] American Indian/Alaska Native [ ] White or Caucasian

	[ ] Other
	Hispanic Origin: [ ] Yes [ ] No
	Language: Do your trainers speak a language other than English?
	       ☐ No
	       ☐ Yes, we have trainers that speak the following language(s):

Trainers	List all individuals your organization/ agency would like to provide trainings for the District of Columbia early learning workforce. 1. 2. 3. 4. 5.
Are trainers employees of your agency?	☐ Yes **If no,** ☐ No **explain:**
Target Audience of Trainings	Check all that apply. ☐ Directors ☐ Administrators ☐ Expanded Home Caregivers/Home Caregivers ☐ Teachers ☐ Teacher Assistants ☐ Associate Home Caregivers ☐ Trainers ☐ Instructional Coaches

SAMPLE TRAINING MODULE

Complete this section for a sample training for one CKA at the highest training content level the applicant wishes to provide to the District of Columbia early learning workforce. Please include a PowerPoint or similar file that would be used in presenting this sample training module.

Title of Training	
Training Topic	
Training Level	☐ Basic ☐ Intermediate ☐ Advanced
CKA(s) Training is Aligned With	☐ 1 - Child Growth and Development ☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families ☐ 3 - Health, Safety and Nutrition ☐ 4 - Curriculum ☐ 5 - Inclusive Practices

	☐ 6 - Learning Environments
	☐ 7 - Building Family and Community Relationship
	☐ 8 - Diversity: Family, Language, Culture and Society
	☐ 9 - Program Management, Operation and Evaluation
	☐ 10 - Professionalism and Advocacy
	☐ 11 - Social-Emotional Development and Mental Health
	☐ 12 - Personal Development and Self-Care
	☐ 13 - Financial Literacy
Training Goal	
Length of Training	
How often will this training be held?	
Target Audience	Check all that apply. ☐ Directors ☐ Administrators ☐ Expanded Home Caregivers/Home Caregivers ☐ Teachers ☐ Teacher Assistants ☐ Associate Home Caregivers ☐ Trainers ☐ Instructional Coaches
Brief Description of Training	

Three Training Objectives

At the end of this training, the learner will be able to:
1.
2.
3.

Engagement/Interactive Activities and Training Pace
Must be aligned with training objectives, depth to content/Bloom's Taxonomy and CKAs.

Engagement / Interactive Activity	Length of Activity	Goal of This Activity

Engagement / Interactive Activity	Length of Activity	Goal of This Activity

References/Resources

What scholarly resources are used to support the training content? A minimum of three from the past 10 years are required.

Title	Source		Author	Date
	Name of Source	*Type of Source*		

NOTE: If this is an *intermediate-* or *advanced-level training*, please include a pre-test and post-test. If this is an *advanced-level training*, please include a pre-test, a post-test and an action plan with a follow-up activity.

_____

Signature of primary contact for organization

_____

Date

Approval Letter – Example

April 1, 2023

DS Consulting Group
Ms. Sample
1050 First St. NE
Washington, DC 20002

Dear Ms. Sample,

Thank you for applying to become a certified trainer through the Trainer Approval Program (TAP) of the Office of the State Superintendent of Education (OSSE), Division of Early Learning (DEL). Your application has been reviewed and you are approved to train in the following core knowledge area(s), training content level(s) and training delivery method(s):

Core Knowledge Area(s)	Training Content Level(s)	Training Delivery Method(s)
Child Growth and Development Observing, Documenting and Assessing to Support Young Social-Emotional Development and Mental Health	Basic	In-person/ synchronous online

Your certification number is I-999-W23. This number must appear on all training certificates issued to those in the District of Columbia early care and education workforce. They will need this information on their certificates to have the training credited toward their required professional development hours in the OSSE professional development system.

As a TAP-certified trainer, you must adhere to all requirements and policies outlined in the most recent *TAP Manual* (September 2023 version). Additional information about TAP, including the training reporting process and procedures, is included in the manual.

Your certification expires on March 31, 2026, and your first quarterly report is due on July 1, 2023. We will send you more information about the reporting process and procedures. Reminders will be sent to you before that year's TAP application cycle to submit a renewal application.

We value your commitment to the professional development of the early care and education workforce in the District of Columbia. If you need additional information about your certification, you may contact Hurley and Associates, LLC at OSSELMS@erhurleyassoc.com or (202) 905-2358.

Sincerely,

Hurley and Associates, LLC

Renewal Application

The renewal application for individual and organization certified trainers is now an online application that may found through the TAP webpage on OSSE's website: osse.dc.gov/publication/trainer-approval-program-tap-process. The form presented here is provided only as an aid in the preparation of information and materials needed to complete the online application. The renewal application will ONLY be accepted as submitted online through the mentioned link. Please be sure to consult the "Renewal Application Checklist" in this document.

Applicant Information	Name of Approved ☐ Individual or ☐ Organization: Complete Mailing Address: Website: Business or Tax ID Number: Type of Business ☐ Non-profit ☐ For-profit Is this organization licensed to do business in DC? ☐ Yes ☐ No
Primary Contact Information **ORGANIZATIONS AND INDIVIDUALS**	Name of Primary Contact: Title/Position: Mailing Address: Telephone Number: E-mail Address:
Training Delivery Method	☐ In person instruction ☐ Synchronous web-based instruction ☐ Asynchronous web-based instruction
Current Training Content Level	Select the level(s) for which your entity is certified to train and/or coach. ☐ Basic ☐ Intermediate ☐ Advanced
Credits	What will training participants receive after completing training? ☐ Clock Hours ☐ Continuing Education Units (CEUs) ☐ International Association for Continuing Education and Training (IACET) Accredited ☐ CEUs delivered via partnership with (college/university)

Specialized Field	Is your organization representing a specialized field with trainers who do not have early childhood/child development degree or experience? Certifications must be attached. ☐ No ☐ Yes, the field is:
Core Knowledge Areas (CKAs)	Select the CKA(s) in which you or your trainers are currently approved to train. ☐ 1 - Child Growth and Development ☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families ☐ 3 - Health, Safety and Nutrition ☐ 4 - Curriculum ☐ 5 - Inclusive Practices ☐ 6 - Learning Environments ☐ 7 - Building Family and Community Relationship ☐ 8 - Diversity: Family, Language, Culture and Society ☐ 9 - Program Management, Operation and Evaluation ☐ 10 - Professionalism and Advocacy ☐ 11 - Social-Emotional Development and Mental Health ☐ 12 - Personal Development and Self-Care ☐ 13 - Financial Literacy
Evidence of Policy Alignment	Organizations must demonstrate that their policy for hiring DC trainers meets all of the initial and ongoing trainer approval requirements as stated in the *TAP Manual (September 2023)*. Do you have evidence on file that the trainers listed in this application meet the Trainer Approval Program Renewal Requirements? ☐ Yes ☐ No
Quarterly Reports	Did you/your organization submit timely quarterly reports for every quarter of your certification period? ☐ Yes ☐ No

Current List of Trainers Eligible to Conduct Trainings in DC		
Trainers conducting trainings in DC must meet all ECE trainer approval requirements. Only approved trainers that were listed on the initial approval application need be listed here. New trainers for organizations must submit a resume/curriculum vitae, transcripts and documentation for credits aligned to CKA(s) along with sample training modules for approval.		
Trainer	**CKA(s)**	**Level**
1.		
2.		

3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Train-the-Trainer Seminars that Focus on Adult Learning Theories	Certified trainers must participate in one train-the-trainer session in adult learning and/or ECE sponsored by Hurley and Associates, LLC (H&A) within their three-year certification period. Completion certificates must be submitted with the trainer's quarterly reports. Did all trainers attend the train-the-trainer seminar within the three-year certification period?
	
	☐ Yes
	
	    If yes, was the completion certificate(s) for each trainer submitted with your individual or organization quarterly reports? ☐ Yes ☐ No
	
	☐ No
	
	    If no, explain:

Professional Learning Units (PLUs)/Clock Hours	Certified trainers must accrue at least six PLUs or clock hours annually (18 total during their three-year certification period). Did all trainers accrue at least six PLUs/clock hours each year of the three-year certification period?
	
	☐ Yes
	
	    If yes, were completion certificate(s) for all PLUs for each trainer submitted with your individual or organization quarterly reports? ☐ Yes ☐ No
	
	☐ No
	
	    If no, explain:

Trainer Demographics **FOR INFORMATIONAL PURPOSES ONLY**	**List Total Number of Trainers in Each Category** ***Total Number of Trainers Eligible to Conduct Trainings in DC:*** [ ] ***Gender:*** [ ] Female [ ] Male ***Ethnic Origin/Race:*** [ ] Black or African American [ ] Hispanic [ ] Japanese [ ] Asian Indian [ ] Chinese [ ] Filipino [ ] Vietnamese [ ] Korean [ ] Other Asian [ ] American Indian or Alaska Native [ ] White or Caucasian [ ] Other ***Hispanic Origin:*** [ ] Yes [ ] No

	Language: Do your trainers speak a language other than English? ☐ No ☐ Yes, we have trainers that speak the following language(s):
References	Name of Reference One: Title/Affiliation: Relationship to Applicant: Phone Number: Email Address: Name of Reference Two: Title/Affiliation: Relationship to Applicant: Phone Number: Email Address:
Confirmation of Eligibility	I attest that the information included in this application is, to the best of my knowledge, true and accurate. If approved as an individual trainer/training organization, I/we will deliver trainings at the training level and in the CKA(s) in which I/we have been approved. I have evidence on file that the trainers listed in this application, at minimum, meet the requirements for the training level and in the CKA(s) in which I/our organization am/is seeking approval. I have read the *TAP Manual (September 2023)* and I/our organization will uphold the trainer expectations of the Trainer Approval Program (page 6 of the manual). I understand that approval as an individual trainer/ training organization through this application process is not equivalent to a certification and does not guarantee employment. _____ Signature of individual applicant/primary contact for organization _____ Date

Initial Approval/Renewal Application Amendment

The initial approval/renewal application amendment is an electronic form that may be found through the TAP webpage on OSSE's website: osse.dc.gov/publication/trainer-approval-program-tap-process. The completed form must be submitted to H&A at OSSELMS@erhurleyassoc.com.

A trainer certified through the Trainer Approval Program (TAP) may amend their approved initial approval/renewal application at any time of the year in the following ways:
- Add a core knowledge area (CKA)
- Add a training delivery method
- Increase the training content level
- Add or remove trainers from the approved list (organization/exempt trainers only)

The below table lists the required supporting documentation for each type of amendment. Please refer to the "Amending an approved application" section in the *TAP Manual (September 2023)* for more information about the required documentation.

Item	Adding a CKA(s)	Adding a training delivery method(s)	Increasing the training content level	Adding/removing trainers from the approved list
Resume(s)/ curriculum vitae(s)	Required		Required	Required
College transcripts	Required		Required	Required
Pertinent certifications/ licenses	Required			Required
Sample training module(s)	Required	Required	Required	Required
Asynchronous web-based training access information		Required if adding asynchronous web-based training		
Documentation for credits aligned to CKAs			Required	

Please complete this form and send to Hurley and Associates, LLC (H&A) at OSSELMS@erhurleyassoc.com. If you have any questions about this form, contact H&A at OSSELMS@erhurleyassoc.com or (202) 905-2358.

Applicant Information	Name of Approved ☐ Individual or ☐ Organization: Complete Mailing Address:
Primary Contact Information **ORGANIZATIONS AND INDIVIDUALS**	Name of Primary Contact: Title/Position: Mailing Address (if different from mailing address entered in "Applicant Information" above): Telephone Number: Email Address:
Trainer Certification Information	TAP Trainer Approval Number: Expiration Date:
Amendment to Application Being Requested	☐ Add a CKA ☐ Add a training delivery method ☐ Increase the training content level ☐ Add or remove trainers from the approved list (organization/exempt trainers only)
CKAs: Current Approved CKA(s)	Select the CKA(s) for which you/your entity are/is currently certified to train and/or coach. ☐ 1 - Child Growth and Development ☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families ☐ 3 - Health, Safety and Nutrition ☐ 4 - Curriculum ☐ 5 - Inclusive Practices ☐ 6 - Learning Environments ☐ 7 - Building Family and Community Relationship ☐ 8 - Diversity: Family, Language, Culture and Society ☐ 9 - Program Management, Operation and Evaluation ☐ 10 - Professionalism and Advocacy ☐ 11 - Social-Emotional Development and Mental Health ☐ 12 - Personal Development and Self-Care ☐ 13 - Financial Literacy
Training Delivery Method: Current	Select the training delivery method(s) for which you/your entity are/is currently certified to train and/or coach.

Approved Training Delivery Method	☐ In-person instruction ☐ Synchronous web-based instruction ☐ Asynchronous web-based instruction
Training Content Level: Current Training Content Level	Select the level(s) for which you/your entity are/is currently certified to train and/or coach. ☐ Basic ☐ Intermediate ☐ Advanced

ADDING A CORE KNOWLEDGE AREA(S). If adding a core knowledge area(s), complete the following section:

CKAs: Requested Amendment to Current Approved CKA(s)	Select the CKA(s) that you/your entity would like to add to your current TAP certification. ☐ 1 - Child Growth and Development ☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families ☐ 3 - Health, Safety and Nutrition ☐ 4 - Curriculum ☐ 5 - Inclusive Practices ☐ 6 - Learning Environments ☐ 7 - Building Family and Community Relationship ☐ 8 - Diversity: Family, Language, Culture and Society ☐ 9 - Program Management, Operation and Evaluation ☐ 10 - Professionalism and Advocacy ☐ 11 - Social-Emotional Development and Mental Health ☐ 12 - Personal Development and Self-Care ☐ 13 - Financial Literacy

CKAs: Supporting Documentation Included	Please ensure that the required evidence to support a CKA addition (e.g., updated resume/curriculum vitae, college transcripts, pertinent certifications/licenses, sample training module/asynchronous web-based training access information) is included with the submission of this form. Check off the included documentation and fill in the requested information below.
	
	☐ Updated resume(s)/curriculum vitae
	    • Describe what updates to the resume(s)/curriculum vitae have been made to support a CKA addition:
	
	☐ College transcripts
	    • Describe what elements in the included transcripts (e.g., courses, credits) support a CKA addition:
	
	☐ Pertinent certifications/licenses

	☐ Sample training module(s)/asynchronous web-based training access information (one for each additional CKA) • Be sure to include a PowerPoint or similar file for each sample training module.

ADDING A TRAINING DELIVERY METHOD(S). If adding a training delivery method, complete the following section:

Training Delivery Method: Requested Amendment to Current Approved Training Delivery Method	Select the training delivery method that you/your entity would like to add to your current TAP certification. Please ensure that the required evidence to support this change or the information needed to access it (e.g., sample training module, asynchronous web-based training module, prerecorded webinar) is included with the submission of this form. ☐ In-person instruction ☐ Synchronous web-based instruction ☐ Asynchronous web-based instruction
Training Delivery Method: Supporting Documentation Included	Please ensure that the required evidence to support a training delivery method addition (e.g., sample training module, asynchronous web-based training module, prerecorded webinar) is included with the submission of this form. Check off the included documentation and fill in the requested information below. ☐ Sample training module (for in-person and synchronous web-based instruction) ☐ Asynchronous web-based training • Log-in credentials for H&A to access the website: • Information on how to access the modules/prerecorded webinar to review the training content:

INCREASING YOUR TRAINING CONTENT LEVEL. If increasing your training content level, complete the following section:

Training Content Level: Requested Amendment to Current Approved Training Content Level	Select the training content level that you/your entity would like to increase to for your current TAP certification. Please ensure that the required evidence to support this change (e.g., updated resume/curriculum vitae, college transcripts, pertinent certifications/licenses, sample training module) is included with the submission of this form. ☐ Basic ☐ Intermediate ☐ Advanced
Training Content Level: Supporting Documentation Included	Please ensure that the required evidence to support an increase in training content level (e.g., updated resume/curriculum vitae, college transcripts, documentation for credits aligned to CKAs, sample training module) is included with the submission of this form. Check off the included documentation and fill in the requested information below. ☐ Updated resume(s)/curriculum vitae

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- Describe what updates to the resume(s)/curriculum vitae have been made to support an increase in training content level:

☐ College transcripts

- Describe what elements in the included transcripts (e.g., courses, credits) support an increase in training content level:

☐ Documentation for credits aligned to CKAs

☐ Sample training module(s)/asynchronous web-based training access information (one for each additional CKA)

- Be sure to include a PowerPoint or similar file for each sample training module.

</td></tr>
</table>

ADDING/REMOVING TRAINERS. If adding or removing trainers from the approved list (organization/exempt trainers only), complete the following:

Trainers: Current Approved List of Trainers	List your entity's current approved trainers. • • • • •
Trainers: Requested Amendment to Current Approved List of Trainers	List the trainers that you would like to add to your current approved list of trainers. Please ensure that the required evidence to support this change (e.g., resume/curriculum vitae, transcripts, documentation for credits aligned to CKAs) is included for each trainer with the submission of this form. Add: • • • • • Remove: • • • • •
Trainers: Supporting Documentation	Please ensure that the required supporting documentation for each trainer (e.g., resume/curriculum vitae, college transcripts, pertinent certifications/licenses, sample training module) is included with the submission of this form. Check off the included documentation and fill in the requested information below.

Included with This Amendment	☐ Resume/curriculum vitae
	☐ College transcripts
	☐ Pertinent certifications/licenses
	☐ Sample training module(s)/asynchronous web-based training access information (one for each additional CKA)
	• Be sure to include a PowerPoint or similar file for each sample training module.

OSSE LMS – New Training Submission Form

When submitting a training to be published in the OSSE LMS, certified trainers must submit training information and all materials to be used during the training (e.g., PowerPoint, handouts) for review and approval via the "OSSE LMS – New Training Submission" Smartsheet form found at app.smartsheet.com/b/form/afd419475db243f3ab8383415759efdb. One form must be used for each training. If a trainer has more than five trainings that they would like to publish in the OSSE LMS, they may contact H&A (OSSELMS@erhurleyassoc.com or (202) 905-2358) for an Excel template. The rubric found in "OSSE LMS Training – Scoring Rubric" in this document, or one similar to it, will be used to evaluate the materials.

Please see the "Publishing a Training in the OSSE LMS" section on page 32 of *TAP Manual (September 2023)* for more details about publishing a training in the OSSE LMS and "OSSE LMS Training – Scoring Rubric" in this document for more information about training materials evaluation.

Early childhood professional development trainers who are certified through the Office of the State Superintendent of Education's (OSSE) Trainer Approval Program (TAP) process must use this online form (as found at app.smartsheet.com/b/form/afd419475db243f3ab8383415759efdb) to submit trainings to be published in the OSSE professional development (PD) system. Please complete one form for each training. If you have more than five trainings that you would like to publish in the OSSE LMS, please contact H&A (OSSELMS@erhurleyassoc.com or (202) 905-2358) for an Excel template to complete instead.

If the training is a new training that has not previously been offered through the OSSE LMS, the training (including the training materials) must be submitted at least 12 weeks prior to the scheduled training to allow sufficient time to move through the review process and then to be advertised. The training submission will go through an initial review within the Division of Early Learning (DEL) and then through review with OSSE's Communications Review Team (CRT). Review may include minor revisions to the training description and training materials per OSSE's style guide and for readability. The materials will be evaluated using a rubric similar to the one found in the "OSSE LMS Training – Scoring Rubric" section in *TAP Additional Resources*. If the training is approved, having received at least the required minimum score on the rubric, DEL/H&A will notify the trainer and the training will be entered into the OSSE LMS. If it is not approved, DEL will send the trainer DEL/CRT's feedback.

OSSE requires review of all training materials for all trainings offered through the OSSE LMS. If the training has previously been offered through OSSE's PD system on another date and the training materials have already been reviewed, the training must be submitted at least six weeks prior to the scheduled training. If the training has previously been offered through OSSE's PD system on another date and the training materials have not already been reviewed, the training must be submitted at least 10 weeks prior to the scheduled training.

If you have any questions, please consult the TAP manual or contact Hurley and Associates, LLC at OSSELMS@erhurleyassoc.com or (202) 905-2358.

Email address	
Trainer Name	
Trainer Certification Number	
Name of Trainer Point of Contact (POC) (if trainer is an organization)	
Trainer/POC Email Address (if different than what was entered above)	
Title of Training	
Training delivery method	☐ In-person instruction ☐ Synchronous web-based instruction ☐ Asynchronous web-based instruction
Units/Clock Hours to be Earned (minimum of two)	
Core Knowledge Area(s) (that the training covers and in which the trainer is TAP-certified to train; the number of core knowledge areas checked may not exceed the number of units/clock hours to be earned)	☐ 1 - Child Growth and Development ☐ 2 - Observing, Documenting and Assessing to Support Young Children and Families ☐ 3 - Health, Safety and Nutrition ☐ 4 - Curriculum ☐ 5 - Inclusive Practices ☐ 6 - Learning Environments ☐ 7 - Building Family and Community Relationship ☐ 8 - Diversity: Family, Language, Culture and Society ☐ 9 - Program Management, Operation and Evaluation ☐ 10 - Professionalism and Advocacy ☐ 11 - Social-Emotional Development and Mental Health ☐ 12 - Personal Development and Self-Care ☐ 13 - Financial Literacy
Child Care and Development Block Grant (CCDBG) Health and Safety Requirements Topic (if applicable)	☐ 1 - Prevention and control of infectious diseases (including immunization) ☐ 2 - Prevention of sudden infant death syndrome and use of safe sleep practices (if serving infants and toddlers)

	☐ 3 - Administration of medication, consistent with standards for parental consent
	☐ 4 - Prevention/response to emergencies due to food and allergic reactions
	☐ 5 - Building and physical premises safety, including identification of and protection from hazards, bodies of water and vehicular traffic
	☐ 6 - Prevention of shaken baby syndrome, abusive head trauma and child maltreatment
	☐ 7 - Emergency preparedness and response planning for emergencies resulting from a natural disaster or a man-caused event (such as violence at a child care facility)
	☐ 8 - Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
	☐ 9 - Appropriate precautions in transporting children (if applicable)
	☐ 10 - Pediatric first-aid and CPR
	☐ 11 - Recognition and reporting of child abuse and neglect
	☐ 12 - Identifying, approaching and referring students showing signs of psychological distress to appropriate support services
Age Band(s) that the Training Addresses	☐ Early childhood - early (birth-36 months) ☐ Early childhood - middle (36-60 months) ☐ Early childhood - late (5-8 years) ☐ School age (5-12 years)
Training Description If you/your organization has offered this training before through the OSSE PD system, you may state so instead of re-entering the description. A course template already exists in the OSSE PD system with the training description.	
Three Training Objectives	1. 2. 3.
Training Sequence and Pace See the "Sample Training Module – Example" section in *TAP Additional Resources* for an example. This may be included in the training materials	

to be uploaded in the "File Upload" section below.	
Date of Training If this is a multi-day training, please state so in response to the last question of this form.	
Time of Training	
Location of Training	
Cost of Training	
How to Register	
Language of Training	
Audience of Training You may select more than one.	☐ Directors ☐ Administrators ☐ Expanded Home Caregivers/Home Caregivers ☐ Teachers ☐ Assistant Teachers ☐ Associate Home Caregivers ☐ Trainers ☐ Instructional Coaches
Training Capacity	
What is the maximum number of attendees for this training?	
Other information Is there anything else we should know about this training during the OSSE LMS new training submission process?	
File Upload Upload any training materials that will be used (e.g., PowerPoint file, handouts).	

Trainer Complaint Form

A formal complaint against a TAP-certified trainer may be submitted using the following form and emailing it to OSSE.TrainerComplaints@dc.gov. An official form may be found through the TAP webpage on OSSE's website: osse.dc.gov/publication/trainer-approval-program-tap-process.

Refer to the "Termination of Approved Trainer Certification" section on page 41 of the *TAP Manual (September 2023)* for specific instances in which someone may wish to file a complaint against a TAP-certified trainer. Please note that the reasons for complaint submissions are not limited to the instances mentioned.

Please use this form to report a complaint against any trainer delivering professional development to the DC early care and education (ECE) workforce. Once completed, email the form to OSSE.TrainerComplaints@dc.gov. If you wish to remain anonymous, please note this in your email. The name and email address used to submit the complaint will be deleted from the official record of the complaint. If you have any questions, please contact Hurley and Associates, LLC at OSSELMS@erhurleyassoc.com or (202) 905-2358.

Part I – Information about person reporting incident	
Name of person reporting incident	
Email address	
Phone number at which person can be reached	
Name of employer	
Part II – Complaint	
Name of trainer	
Name of training (if applicable)	
Date of incident	
Complaint	