

TRAINER-TRAINING QUALIFICATIONS AND STANDARDS EARLY CHILD CARE AND EDUCATION

Palm Beach County, Florida





Welcome to the Trainer-Training Qualifications and Standards, Early Child Care and Education, Palm Beach County, Florida.

Quality education and training are the foundation upon which best practices in early childhood education rest. Research shows that the years between birth and age five are a critical learning period for children, and the quality of an early childhood program depends in large part on the education and training of its teachers.

In 2003, under the leadership of the Institute of Excellence in Early Care and Education at Palm Beach Community College, the Early Childhood Registry was established to coordinate early childhood training within the early education system in Palm Beach County. Drawing upon the resources of the community, and based on research of other state systems, the Early Childhood Registry assembled a taskforce of early childhood professionals and began to lay the foundation for the trainer-training approval system.

The Trainer-Training Qualifications and Standards, as presented in this document, continue the effort to build a comprehensive and effective system of education and training for the early childhood workforce. The trainer-training approval system will serve to ensure that early childhood practitioners are provided with high quality training experiences as they pursue their professional development goals.

To request copies of the
EARLY CHILD CARE & EDUCATION TRAINER-TRAINING STANDARDS,
or for information regarding trainer-training approval,
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GUIDING PRINCIPLES FOR TRAINING APPROVAL

The goal of training approval in Palm Beach County is to improve the quality and content of training and education for early care and education practitioners. The system is based upon the following Guiding Principles:

I. Training approval is a supportive process that assures quality standards for training and provides assistance in meeting standards.

II. The key to quality early care and education programs lies in an effective on-going process of professional development.

- Training shall be coherent, cumulative, comprehensive and integrate with the identified core knowledge areas.
- Training needs to be identified by core knowledge areas, content, specific objectives, levels of training and specialty areas so that trainers can plan and potential participants can identify offerings appropriate to their needs.
- Training is designed based on the needs, values, and goals of participants.
- Training is based on developmentally and culturally appropriate practice and research based theories of child development which are understood by participants and directly linked to practical implementation.
- Training is designed so that knowledge and competencies can be realistically used in the participant's work, including all early childhood practitioners, support staff and management.
- Training provides for the acquisition of new knowledge and updating of knowledge and skills. This demonstration of knowledge and skills shall be determined by the trainer.

III. The use of sound practices of adult learning encourages participants to seek and use knowledge.

- Adults learn best when new information validates and builds on their prior knowledge and experience.
- Adults are more motivated to learn if they are active participants in the learning process and viewed as a partner with the trainer in the learning experience.
- Adults are concerned with actual practice and want to apply their learning to present/personal situations where opportunities for learning are rooted in a problem-solving context.
- Adults benefit from training designed to contribute to their self-esteem and personal, as well as professional growth.

IV. Training must maintain a strong commitment to recognize diversity among trainers, practitioners, children, families, and settings.

- Training is accessible (location, day/time, modes of delivery).
- Training provides opportunities for participants to increase their ability to implement new skills within the context of individual family differences and values, such as, cultural perspectives, family configurations and parenting styles.
- Training acknowledges that learners have varying abilities. Training provides information for individualizing, making accommodations and accessing resources.
- Training recognizes that prejudice or stereotyping are unacceptable.

TRAINER-TRAINING QUALIFICATIONS AND STANDARDS EARLY CHILD CARE AND EDUCATION

THE QUALITY ASSURANCE DEPARTMENT OF THE INSTITUTE OF EXCELLENCE IN EARLY CARE AND EDUCATION AT PALM BEACH COMMUNITY COLLEGE has been created to show the effectiveness of an on-going and systematic outcomes-driven training system on the early child care and education workforce. Its purpose is to demonstrate that informal training is credible and reliable, and that knowledge and skills gained in training can successfully transfer to the workplace.

There are two sets of standards that are critical to the assurance of quality:

The Core Competencies for Practitioners identify the “knowledge and observable skills that all adults working with young children need to know, understand, and do to support children’s development and school readiness.” (NCCIC) The Core Competencies were published in 2006.

The Training-Trainer Standards, an outgrowth of the Core Competencies, ensure that professional development workshops address these competencies through quality instruction that focuses on the needs of the early child care and education workforce and the goals of their programs. These standards also outline training agency supports for quality.

The Trainer-Training Standards were reviewed in 2007 by a focus group comprised of Palm Beach County stakeholders in early child care and education. The group unanimously agreed on the standards and their importance to the quality of informal trainings.



Why Are Trainer-Training Standards Critical to the Early Childhood Field?

- ◆ The Trainer-Training Standards set the bar for quality for instructors and the workshops they provide.
- ◆ The Trainer-Training Standards advance the reliability and validity of outcomes-driven training offered through the Palm Beach County Registry and, as such, advance the construction of quality environments that promote positive outcomes for children.
- ◆ The Trainer-Training Standards ensure that trainees move along a pathway to proficiency, at successive levels.
- ◆ The Trainer-Training Standards provide for a meaningful adult training experience.

How Are the Trainer-Training Standards to Be Used?

- ◆ The Trainer-Training Standards are to be used by trainers to develop workshops that are well researched, well organized, and professionally implemented. They ensure positive workplace outcomes.
- ◆ The Trainer-Training Standards are to be used by training agencies to outline expectations.
- ◆ The Trainer-Training Standards are to be used by quality assurance departments to assess trainer competency and training design.
- ◆ The Trainer-Training Standards are to be used by Registries for basis of approval.



What Are the Requirements of a Registry-Approved Trainer and Training?

The Trainer-Training Standards were compiled from research available through state professional development systems and national training organizations, and built on the foundation set by the Palm Beach County Registry's Four Guiding Principles to Training Approval.

- I. Training approval is a supportive process that assures quality standards for training and provides assistance in meeting these standards.
- II. The key to quality lies in effective, on-going professional development.
- III. The use of sound practices of adult learning encourages participants to seek and use knowledge.
- IV. Training must maintain a strong commitment to recognize diversity among trainers, practitioners, children, families, and settings.

The Institute of Excellence in Early Care and Education at Palm Beach Community College provides four workshops that support these principles. In order to be designated a Registry-approved trainer, all four workshops must be completed.

- ◆ Score with the Core Competency Training familiarizes participants with the practitioner competencies and the Trainer-Training Standards.
- ◆ Outcomes Driven Training I (ODT-I) instructs in the design of training that supports principles of adult learning, is driven by core competencies, and results in workplace outcomes.
- ◆ Outcomes Driven Training II (ODT-II) focuses on the use of active training techniques and training aid tips to create training plans. (pre-requisite: ODT-I)
- ◆ Informational Technology for Registry Input demonstrates how to utilize the Registry website to manage training.



How Are the Trainer-Training Standards Organized?

The standards correspond across core areas so that trainers are able to successfully deliver the identified objectives of the trainings that will ultimately translate to outcomes in the workplace.

- ◆ **PROFESSIONALISM:** Training and trainers reflect the professional values and ethics fundamental to those working in the early child care and education field. Professionalism reflects such universal values as respect, honesty, and integrity, and responds to the diversity of the group.
- ◆ **LEARNING ENVIRONMENT:** Trainings and trainers support environments that are conducive to teaching and encouraging of learning. Successful learning environments minimize conflict while encouraging constructive dialogue. They create a setting that calls for fairness and sensitivity, and that is physically and mentally comfortable.
- ◆ **PRESENTATION:** Training and trainers effectively deliver content that meets the needs, wants, and levels of participants, and that can be effectively transferred from the classroom to the workplace. This means the incorporation of varied teaching strategies and tools that enhance adult learning.
- ◆ **INSTRUCTION:** Training and trainers deliver relevant content for practical application. This includes an organized outcomes-driven training plan that sets realistic goals and objectives that relate to the Core Competencies for Practitioners, and the ability to check for understanding of knowledge and transferable skills.
- ◆ **ASSESSMENT:** Training and trainers ensure success of training through varied levels of assessment and feedback including needs assessments, on-going checks for understanding, participant comments, post evaluations, and implementation plans, and the use of this data to revise delivery and content.



How Are Trainings Approved?

A trainer or agency seeking training approval is required to complete a Registry application, identify the training's goals, outcomes and objectives, and submit a plan outlining content and skills to be presented. Training information will be reviewed by the Training and Quality Assurance Departments for approval.

How Can Trainer-Training Forms Be Obtained?

The Palm Beach County Registry website contains the forms that a trainer needs to complete in order to begin the approval process:

- ◆ Training Approval Request Form
- ◆ The Training Plan Templates
- ◆ The Trainer Application
- ◆ Agency-Sponsored Trainers Application

The web site can be located at:
www.pbcregistry.org

How Are Trainers Approved?

The trainer approval system includes a set of qualifications and necessary credentials for those individuals who provide training through the Palm Beach County Registry. These qualifications are linked to experience and education, and are tied to the practitioner levels established in the county's Core Competencies for Practitioners. Specifically, there are five trainer designations, each aligned to specific participant levels. All trainers who are Registry-approved will be obliged to follow guidelines based on the Core Competencies, the Trainer-Training Standards, the principles of adult learning, and the requirements of outcomes-driven training design.

Following is a chart that indicates the requirements to be a Registry-approved trainer:



TRAINER QUALIFICATIONS

	Trainer Levels	Training Levels	Trainer Qualifications / Credentials
Informal Path	Associate Trainer	Qualified to train Entry Level Practitioners	<ul style="list-style-type: none"> 9 credits in Early Childhood Education OR Active State of Florida Staff Credential or National CDA OR Certification to train in a specialized area (i.e., High/ Scope) 4 years experience working within the child care and/or education field or specialized area Completion of Trainer Approval Series
	Trainer I	Qualified to train Entry Level & Level 1 Practitioners	<ul style="list-style-type: none"> AA/AS in Early Childhood Education, Child Development, or a related field WITH 9 credits in Early Childhood Education OR Active State of Florida Staff Credential or National CDA OR Certification to train in a specialized area (i.e., High/ Scope) 3 years experience working within the child care and/or education field or specialized area Completion of Trainer Approval Series
	Trainer II	Qualified to train Entry Level, Level 1 & Level 2 Practitioners	<ul style="list-style-type: none"> BA/BS degree in Early Childhood Education, Child Development, or a related field WITH 9 credits in Early Childhood Education OR Active State of Florida Staff Credential or National CDA OR Certification to train in a specialized area (i.e., High/ Scope) 2 years experience working within the child care and/or education field or specialized area Completion of Trainer Approval Series
Formal Path	Master Trainer	Qualified to design/deliver training that moves along articulated pathway; all levels	<ul style="list-style-type: none"> MA/MS/M.Ed/Ph.D/Ed.D with 18 credits in education or a related field 2 years experience working within the child care and/or education field or specialized area Completion of Trainer Approval Series
	Content Expert	Qualified to deliver training in specialty areas (i.e., health, law, library)	<ul style="list-style-type: none"> Current license, certificate, or credential in the area of expertise in which training focuses 3 years related experience in area of expertise in which training focuses

TRAINING AGENCY RESPONSIBILITIES

For Practitioner

- Provides accessible locations
- Offers accommodations for special needs
- Ensures pertinent trainings
- Offers environment conducive to adult learning

For Trainer

- Relays mission of the agency
- States requirements for each level of training
- Explains the part core competencies play in training and assessment
- Encourages collaboration with management/ agency staff to fulfill needs of participants
- Discusses continued self-development of training skills
- Communicates regarding outcomes and assessments
- Emphasizes the importance of transfer of learning to the workplace, and follow-up of desired outcomes
- Clarifies the trainer's association with mentors and coaches in the transfer of learning to the workplace



TRAINER/TRAINING STANDARDS

STANDARD	TRAINER	TRAINING
<p>Professionalism</p> <p>Trainings and trainers reflect the professional values and ethics fundamental to those working in the early child care and education field.</p>	<ul style="list-style-type: none"> ▪ Creates/maintains a professional and ethical atmosphere ▪ Shows respect and consideration for individual and audience needs ▪ Demonstrates diversity awareness ▪ Promotes continuous, collaborative learning ▪ Encourages participation in professional organizations ▪ Promotes advocacy for children and the profession ▪ Serves as a professional consultant 	<ul style="list-style-type: none"> ▪ Applies the NAEYC Code of Ethics where applicable ▪ Offers content that reflects professional values including honesty, respect, integrity ▪ Relates the importance of continual learning to inform practice ▪ Incorporates inclusiveness ▪ Aids in establishing professional growth plans ▪ Offers awareness that state and local licensing regulations affect program management
<p>Learning Environment</p> <p>Trainings and trainers support environments that are conducive to teaching and encouraging of learning.</p>	<ul style="list-style-type: none"> ▪ Creates a comfortable cross-cultural climate that encourages all to achieve, and to understand the importance of the investment in training for personal growth ▪ Facilitates the setting of group agreement and the trainer's role in supporting the rules ▪ Engages audience in constructive dialogue that supports new information and points of view ▪ Manages unforeseen situations including conflict, the impact of sensitive materials, disturbances, embarrassments, unanswerable questions ▪ Shows awareness of appropriate room arrangement ▪ Demonstrates awareness of various virtual learning environments ▪ Keeps training focused and on schedule 	<ul style="list-style-type: none"> ▪ Develops materials that help to create an environment that is physically, socially, and psychologically conducive to learning ▪ Encourages interactions to transfer outside of the classroom environment to the virtual learning environment through group e-mail, chat rooms, list serves...

TRAINER/TRAINING STANDARDS

STANDARD

Presentation

Trainings and trainers effectively deliver content that meets the needs, wants, and levels of participants, and that can be effectively transferred from the classroom to the workplace.

TRAINER

- Delivers training using criteria for effective speaking including an encouraging and enthusiastic vocal delivery, use of standard American English and effective word choice, appropriate body language, and self-management strategies to ease tension
- Delivers clear instructions
- Uses cooperative learning activities to facilitate constructive group processing; stimulates thinking through verbal enhancers such as analogies, comparisons, rhetorical questions...
- Demonstrates proficiency in technology/multi-media appropriate to the training environment, and uses it to relate instruction to the competency being addressed, and to support retention and transfer
- Displays flexibility including receptiveness, ability to think on the spot, varied role playing (i.e., lecturer, facilitator, group processor)
- Demonstrates ability to train on subject matter and to adjust delivery of training and training materials to classroom situation including types of learners, special needs, and pace according to depth of subject and participant level
- Maintains positive trainer-participant and participant-participant interactions through encouraging individual and group participation using reflective listening and feedback, and encouraging mutual respect
- Utilizes techniques that promote the transfer of learning in the classroom to application on the job
- Discusses the difference between training problems (knowledge and skills deficiency) and non-training problems (systems barriers)
- Organizes materials for positive learning experience

TRAINING

- Organizes training plan so that information is sequential and systematic and is able to fall within an adequate delivery time frame
- Designs materials and aids specific to the enhancement of topic and the understanding of participants
- Includes varied informational strategies, methodologies and suggested presentation techniques and training aids
- Based on developmentally appropriate practice and theories understood by participants, and support transfer of training to workplace outcomes (theory to practice)
- Technology/multi-media used to relate instruction material to the competency being addressed
- Technology used to enhance learning
- Logical and easy to follow format

TRAINER/TRAINING STANDARDS

STANDARD

Instruction

Training and trainers deliver relevant content for practical application

TRAINER

- Exhibits knowledge and advanced skills in content area and the competencies related to that area
- Relates objectives to future learning
- Shares objectives and goals at beginning of training; revisits throughout; identifies realistic expectations and gains consensus for desired outcomes
- Encourages transfer of learning to workplace outcomes
- Seeks on-going feedback, facilitating storage and recall
- Follows format of curriculum including using relevant reading and handouts to reinforce competencies addressed
- Engages audience participation through active learning techniques and as a method in relating informational material to the competency being addressed
- Demonstrates cultural competency
- Provides closure from one content area to the next
- Adapts training content to participants needs
- Links content to prior learning
- Encourages critical thinking

TRAINING

- Training includes all the structural elements of a training curriculum that meets the set objectives and outcomes, and provides for the acquisition of new knowledge and skills and the updating of already-acquired knowledge and skills
- Training is designed with adult learning principles in mind
- Training considers PACES elements

TRAINING CONTENT:

- Reflects needs assessment data
- is research-based, relevant and current with clearly stated goals and objectives
- is outcome driven, allowing for competencies to transfer to meaningful change in the workplace
- reflects understanding of knowledge and skills
- incorporates and connects to measurable and practical behavioral objectives based on Core Competencies
- reflects best practices
- is experiential
- connects current theory to practice
- incorporates diversity
- is delivered through a hands-on approach
- shows flexibility and creativity in methods and procedures
- includes material that is logical and sequential, and appropriately leveled
- incorporates teaching and transfer strategies to meet learning styles
- encourages different view points
- suggests post-training on-the-job learning activities that promote continued skill development in the workplace, such as the development of an action plan

STANDARD

Assessment

Training and trainers ensure success of training through varied levels of assessment and feedback

TRAINER

- Assesses needs of participants prior to training
- Summarizes and discusses understanding of objectives; checks for needs met
- Checks for understanding throughout delivery
- Solicits feedback from participants
- Understands methods of assessing training outcomes
- Understands the implication of assessing on future training and follow-up
- Uses evaluation results to improve training delivery

TRAINING

- Includes indicators of mastery
- Uses proven methods to address learning needs
- Uses proven methods to assess the meeting of outcomes
- Incorporates an assessment plan to include questions, measurement instruments, data collection, analysis, results
- Uses needs assessment information in training design
- Includes plan for follow-up and future training
- Ensures assessments are in relation to the importance of material trained
- Uses participant feedback and evaluation data to revise curriculum



Institute of Excellence in Early Care and Education

TRAINING PLAN GOAL SHEET

Topic: _____

Trainer(s): _____

Number of Sessions: _____ **Number of hours per session:** _____ **Audience:** _____

Needs Addressed: _____

Training Goal for Session: _____

Core Knowledge, Key Elements and Competencies	Workplace Outcomes	Learning Objectives

All trainings that are Registry-approved focus on outcomes in the workplace. To help accomplish this, a Registry-approved training plan is required that includes the Training Plan Goal Sheet and a training outline. The goal sheet helps trainers present the key elements of their workshops, in a backward design format, beginning with the identification of which core competencies for practitioners will be addressed, followed by identifying workplace outcomes, and learning objectives. The Training Plan Goal Sheet is the first step in developing the training outline.

TRAINING PLAN (BODY)

TRAINING PLAN (BODY)				
PACES	Time	Agenda	Training Activities/Methods	Materials & Supplies
P				
A				
C				
E				
S				

A well-organized training can make the difference in the quality of a workshop. To help trainers prepare their workshops, the Institute of Excellence provides the format to be used in the planning stage. The format, PACES, originally developed by the University of Kentucky, progresses the training through a step-by-step process: preview, activate prior knowledge, content, exercise, and summary. In the Outcomes-Driven Trainings offered at the Institute, the PACES design is presented and practiced. For a training to be approved by the Palm Beach County Registry, it must be submitted in the PACES format, and include the Training Plan Goal Sheet.

ACKNOWLEDGEMENTS

The Trainer-Training Approval System was developed in cooperation with many professionals and organizations in Palm Beach County who are committed to creating quality education for children. Organizations include:

ALL-BOUT CHILDREN

CAREER DEVELOPMENT IN CHILD DEVELOPMENT (CD2)

CHILDREN'S SERVICES COUNCIL OF PALM BEACH COUNTY

COMMUNITY FOUNDATION FOR PALM BEACH & MARTIN COUNTIES

EARLY LEARNING COALITION OF PALM BEACH COUNTY

FAMILY CENTRAL, INC

FLORIDA ATLANTIC UNIVERSITY

FLORIDA DEPARTMENT OF CHILDREN AND FAMILIES

HISPANIC HUMAN RESOURCES

INSTITUTE OF EXCELLENCE IN EARLY CARE AND EDUCATION

AT PALM BEACH COMMUNITY COLLEGE

PALM BEACH COMMUNITY COLLEGE

PALM BEACH COUNTY DEPARTMENT OF HEALTH

PRIME TIME

PROFESSIONAL AND PERSONAL DEVELOPMENT (PD2)

QIS PROVIDERS

REDLANDS CHRISTIAN MIGRANT ASSOCIATION

RESOURCE DEPOT

SCHOOL DISTRICT OF PALM BEACH COUNTY

UNIVERSITY OF FLORIDA EXTENSION SERVICE



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The Guiding Principles were adapted from the following sources:

The Montana Early Childhood Project; the Georgia Child Care Training Approval Project Guiding Principles (1994); Training Approval Systems (1994); Joan Costley and Gwen Morgan, The Center for Career Development in Early Care and Education; McLaughlin and Marsh (1978); the MT Early Care and Education Career Development Training Committee

