

Training Approval Packet: Step-by-Step Resource Guide

IdahoSTARS ★ 121 West Sweet Ave ★ Moscow, ID 83843 or Call the 2-1-1 Idaho CareLine by dialing 2-1-1 or 1-800-926-2588

TRAINING INFORMATION

Important Note: For those who are completing the packet for the first time. Complete this training information for each training you plan to offer. *Please allow four to six weeks for processing.*

SUBMITTING PACKET

Mail, Fax, or Email Packet and Supporting Documentation to:

IdahoSTARS
Attn: Training Office
P.O. Box 444061
Moscow, ID 83844-4061
Fax: 208-885-6085
Email: idahostars@uidaho.edu

Remember to Attach:

- Outline of the training
- Three key points of the training
- Brief description of the training content (description will be entered on the Training Calendar)
- Two techniques for auditory learners
- Two techniques for kinesthetic learners
- Two techniques for visual learners
- Cite scholarly resources used in APA or MLA format
- Explain modifications of the training material that will be used to include all children and families
- List the Idaho Early Learning Guideline Domains and Indicators which your training will include
- If intermediate training, please attach reflective activity (assignment) that will be given
- If advanced training, please attach action plan and trainer's follow-up discussion/reflective activity

DESCRIPTIONS OF EACH TRAINING LEVEL

IdahoSTARS is now categorizing training into:

- Introductory
- Intermediate
- Advanced levels

All training approved prior to July 1, 2009 will be considered an Introductory training. If you would like an existing training to be categorized at a higher training level, please submit a new Training Approval Packet for review.

Trainers with an Associate's Degree or higher will be able to train at the Introductory level. Trainers with a Bachelor's Degree or higher will be able to train at the Introductory and Intermediate level. Trainers with a Master's Degree or Ph.D. will be able to train at all levels.

Introductory: Concept Development (Offers an awareness of and excitement for a topic)

- Objectives are relevant to training content and briefly refer to the Idaho Early Learning Guidelines
- Introductory information about training content is offered
- Considers varying learning abilities of participants
- Includes modifications of training information to address the needs of all children and families in a child care setting
- Embodies a basic level of knowledge and research regarding best practices in early childhood education (or topic area) as well as in adult education methods

Intermediate: Knowledge Development (Offers opportunities for participant reflection and exploration of a topic)

- Measureable objectives are relevant to training content and relate to the Idaho Early Learning Guidelines
- Offers an intermediate level of awareness of training content
- Addresses varying learning abilities in participants
- Clearly acknowledges children’s varying abilities and supports the individualization of content
- Uses and promotes an intermediate level of application of best practices in early childhood education (or topic area) as well as in adult education methods
- Offers opportunities for reflection on topic within a take-home reflective activity
- Content is theory based

Advanced: Skills Development and Performance (Offers opportunities for participant reflection and exploration of a topic)

- Measureable objectives are clearly connected with and address the Idaho Early Learning Guidelines
- Uses specific strategies to build on participant prior knowledge and experiences
- Methods meet individual participants’ current level and styles of learning
- Clearly supports children’s varying abilities and meaningfully supports the individualization of content
- Participants are assisted in creating action plans (formally or informally) to implement content
- Trainer has formal plan to follow-up with participants on their experiences implementing training content

Trainer’s Name: _____

Title of Training: _____

Level of Training (check one):

- Please re-categorize this previously approved training
- Introductory level for early childhood educators/providers
(Trainer must have at least an Associate’s Degree and experience in the training topic area)
- Intermediate level for early childhood educators/providers
(Trainer must have at least a Bachelor’s Degree and experience in the training topic area)
- Advanced level for early childhood educators/providers
(Trainer must have at least a Master’s Degree and experience in the training topic area due to national movement to credit ready training)

Target Audience (check all that apply):

- Home-based Providers Center-based Providers Preschool Providers Early Childhood Directors/Owners

The Target Audience is the group of people of which your training is directed. This may mean that the information is meant for a specific type of provider, or for many different types of early childhood professionals.

Target Age Group (check all that apply):

- All Ages School Age (5 yrs and older) Preschool (31 months – 5 yrs)
- Toddlers (13-30 months) Infants (0-12 months)

The Target Age Group is the developmental age range of which your training information is based upon. Some training may include many age groups, whereas other training may focus specifically on one developmental age.

Detailed information on what to attach Pages 3 – 4

DETAILED INFORMATION ON WHAT TO ATTACH

Outline of the training

By providing an outline of your training, we are able to gain a good understanding of your training. Here is a guide for you to use to complete this part of the Training Approval Packet. Please include activities, games, discussion, etc. that you have planned.

1. Warm welcome:
 - a. Your normal introduction, including a statement that establishes your credibility to train on the specific topic
2. State the three key points of the training
 - a. Research shows that adult learners are only able to take away three key topics of a training. All information in the training should fit into one of the three points
3. Body of the training
 - a. Present the three key points in further detail
4. Restate key points
 - a. The three key points should be mentioned three times: once at the beginning, into more detail in the body of the training, and restated again at the end
5. Fond Farewell
 - a. Include a fond farewell statement in your closing. It can be as simple as summarizing the training material, saying thank you and showing your appreciation for the group's attendance and participation

Three key points of the training

Research shows that adult learners are only able to take away three main points from a training. All information in the training should fit into one of the three points. The three points should be discussed three times within your training (please see 'Outline of the training').

Brief description of the training content (description will be entered on the Training Calendar)

The description of the training that you provide will be entered onto the online IdahoSTARS Training Calendar to help advertise your training. What you write is exactly what will be shown on the calendar.

Two techniques for auditory learners

Two techniques for kinesthetic learners

Two techniques for visual learners

There are three adult learning styles: audio, kinesthetic and visual. IdahoSTARS would like to see all training provide at least two learning techniques for each of the learning styles. You may already be providing many techniques for the learning styles, but here are some examples of how to fulfill this requirement.

1. Audio: individuals learn best by *listening*
 - a. vocal presentation, discussion, video
2. Kinesthetic: individuals learn best by *doing*
 - a. hands-on activities, games
3. Visual: individuals learn best by *seeing*
 - a. handouts, posters, PowerPoint/overhead, video

Cite scholarly resources used

IdahoSTARS promotes quality training for child care providers throughout the state. You may have many sources for your training material, but it is important to use scholarly resources to ensure that the information presented is accurate, current and research based. Current sources are sources which were published within the last five years. Please be sure to use the APA or MLA format on your citation page.

Explain modifications of the training material that will be used to include all children and families

IdahoSTARS would like to see all trainers be mindful of including all children and families in their training information. Please research ways of adapting the learning material of all your training topics to fit the needs of all people. For example, when discussing fine motor skills, an adaptation that could be used is to add bulk to a pen or marker to make it easier for a child to grasp. Adding inclusion to your training does not mean that it will fall into Component 9, but that you are addressing the needs of all children and families within your training topic.

List the Idaho Early Learning Guideline Domains and Indicators which your training will include

IdahoSTARS has included the Idaho Early Learning Guidelines and Indicators within the Early Care and Education Core Knowledge Component Areas. The guidelines are available to be viewed in draft form at <http://healthandwelfare.idaho.gov/Children/EarlyChildhoodInfo/tabid/80/default.aspx> under the 'State Consortium' section. Trainers should refer to the Early Learning Guidelines during each training, and discuss which developmental domain the training topic fits into. We would also like to encourage trainers to use the Idaho Early Learning Guidelines as a scholarly source when developing training.

If Intermediate training, please attach reflective activity (homework) that will be given

An Intermediate training needs to include a take-home reflective activity to give participants a chance to reflect upon the training material. This assignment can be in any form that you feel will allow the participants to give their thoughts and show what they have learned. The participants will return the assignment to the trainer for review, at a date specified by the trainer. Enter attendees into Trainer Database (within 5 days) to ensure that attendees receive the training hours and can complete their 2 week Reflective Evaluation. If training has homework, trainer enters completion of homework into Training Database as it is received. At the bottom of the Training Approval Packet, note the total amount of time that the activity will take the participants to complete. This will be included in the total hours for the training.

If Advanced training, please attach action plan (homework) and trainer's follow-up discussion/reflective activity

An Advanced training should include an opportunity for participants to create an action plan to apply the training material. The participants should be proficient in the training material for use in their work with children and families. The participants will return the take-home action plan to the trainer for review, at a date specified by the trainer. Enter attendees into Trainer Database (within 5 days) to ensure that attendees receive the training hours and can complete their 2 week Reflective Evaluation. If training has homework, trainer enters completion of homework into Training Database as it is received. An Advanced training also needs to include a follow-up activity. This activity provides an opportunity for trainers to talk with participants about how well they have been able to use the material, and to offer further support if needed. The follow-up can be done individually, as a group, on the phone, or in person, and should take place between two to four weeks after the training. At the bottom of the Training Approval Packet, note the total amount of time that the action plan and follow-up activity will take. This will be included in the total hours for the training.

TEN CORE KNOWLEDGE COMPONENTS FOR EARLY CARE AND EDUCATION

Important Notes:

- Training with six or fewer hours, select **one or two categories** which best reflect the training content area and estimate the total hours dedicated to that component area.
- Training more than six hours, estimate the total training hours dedicated to the component area as applicable.
- Please select the Idaho Early Learning Guideline Domains which your training will include.

Component 1: Child Growth and Development

Total Hours: _____

- Knowledge and understanding of developmental stages, processes, theories and their implications for work with children and families
- Idaho Early Learning Guidelines:
 - Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition
 - Domain 2: Physical Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development
 - Domain 4: General Knowledge
 - Domain 5: Communication, Language and Literacy

Component 2: The Environment, Curriculum, and Practice

Total Hours: _____

- Developmentally appropriate practice that supports physical, social-emotional, cognitive and creative development
- Idaho Early Learning Guidelines:
 - Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition
 - Domain 3: Social and Emotional Development
 - Domain 4: General Knowledge
 - Domain 5: Communication, Language and Literacy

Component 3: Character Building and Development

Total Hours: _____

- Ability to identify developmentally appropriate behavior with a variety of positive guidance strategies that promote self-regulation, respect for others and meet the needs of all
- Idaho Early Learning Guidelines:
 - Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition
 - Domain 2: Physical Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development
 - Domain 4: General Knowledge
 - Domain 5: Communication, Language and Literacy

Component 4: Relationship with Families

Total Hours: _____

- Building collaborative relationships with families and community resources to maximize support and services for each child and family.

Component 5: Observing, Recording and Assessing Child Outcomes

Total Hours: _____

- Understanding the how and why of observing children and utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning
- Idaho Early Learning Guidelines:
 - Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition
 - Domain 2: Physical Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development
 - Domain 4: General Knowledge
 - Domain 5: Communication, Language and Literacy

Component 6: Program Operation and Administration

Total Hours: _____

- Knowledge of regulations, policies, and quality standards that apply to the program and how to organize, evaluate and implement regulations and standards to enable a quality environment

Component 7: Professionalism and Leadership

Total Hours: _____

- Making a commitment to the early childhood profession by advocating for quality programs and services while adhering to the professional code of ethics and keeping current in the field of early childhood education and child development

Component 8: Health, Safety, and Nutrition

Total Hours: _____

- Ensure child safety, promote health practices, recognize and respond to child abuse and neglect, and provide for nutritious meals and snacks
- Idaho Early Learning Guidelines:
 - Domain 2: Physical Well-Being, Health, and Motor Development

Component 9: Special Needs

Total Hours: _____

- Knowledge and understanding of developmental stages, processes, theories and their implications for work with children with disabilities and their families and to provide inclusive opportunities
- Idaho Early Learning Guidelines:
 - Domain 1: Approaches Toward Learning, Cognitive Processes, and Cognition
 - Domain 2: Physical Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development
 - Domain 4: General Knowledge
 - Domain 5: Communication, Language and Literacy

Component 10: Protective Factors

Total Hours: _____

- Knowledge and understanding of the five protective factors and seven strategies as defined by *Strengthening Families through Early Care and Education*
- Idaho Early Learning Guidelines:
 - Domain 2: Physical Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development

Totals	Hours
Total In-Class Hours	
Total Take-Home Hours	
Total Training Hours (in-class + take home)	