



Training Approval Packet

TRAINING INFORMATION

Important Note: Complete this training information for each training course you plan to offer. Please allow four to six weeks processing time.

REMEMBER TO ATTACH

- Outline of the training
- List three objectives/key points
- 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 current scholarly resources used in APA or MLA format
- Explain how child care providers can use the training material with diverse abilities within the classroom
- List the Idaho Early Learning eGuideline domains and indicators which your training will include
- If applicable: a copy of the out-of-class assignment

Mail to: IdahoSTARS Training Office
Center on Disabilities and Human Development
University of Idaho
1187 Alturas Dr
Moscow, ID 83843-8331

Email: idahostars@uidaho.edu

Fax: 208-885-6085

IdahoSTARS Training Office will send an email with instructions to the contact person to notify them when the application is processed.

TRAINING INFORMATION

Trainer's Name:

Trainer's Email:

Title of Training:

Provide the following:

- Outline of the training
- List three objectives/key points
- Brief description of the training content (description will be entered on the training calendar)
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- Two techniques for kinesthetic learners
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- Cite current scholarly resources used in APA or MLA format
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Target Audience (check all that apply): *The Target Audience is the group of people for which your training is directed. This may mean that the information is meant for specific type of provider, or for many different types of early childhood professionals.*

- Home-based Providers Center-based Providers Infant Toddler Caregivers
 Preschool Providers Early Childhood Directors/Owners

Target Age Group (check all that apply): *The Target Age Group is the developmental age range for which your training information is based upon. Some training may include many age groups, whereas other training may focus specifically on one developmental age.*

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

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 eGuideline Domains which your training will include.

Component 1: Child Growth and Development

Total Hours _____

- Knowledge and understanding of developmental stages, process, theories, and their implications for work with children and families
- Idaho Early Learning eGuidelines:
 - 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 eGuidelines:
 - 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 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 eGuidelines:

- 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: Relationships 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 eGuidelines:

- 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 eGuidelines:
 - Domain 2: Physical Well-Being, Health, and Motor Development

Component 9: Diverse Abilities (formally Special Needs)

Total Hours _____

- Knowledge and understanding of developmental stages, theories, and evidence-based practices that support learning, development, and high quality inclusive experiences for every child, including children with disabilities, in early care and education settings
- Idaho Early Learning eGuidelines:
 - 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 eGuidelines:
 - Domain 2: Physical, Well-Being, Health, and Motor Development
 - Domain 3: Social and Emotional Development

Total in-class Training Hours:

If applicable, total additional hours for out-of-class assignment:

Total Training Hours: