

A SUCCESSFUL COURSE DEPENDS ON THE PLANNING BELOW THE SURFACE

How to Create Effective Training Course Designs

SELF-STUDY GUIDE

ANALYSIS

COURSE DESIGN: The Basics

Below the Surface

DEVELOPMENT

IMPLEMENTATION

EVALUATION

ACTION PLAN

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A SUCCESSFUL COURSE DEPENDS ON THE PLANNING BELOW THE SURFACE

How to Create Effective Training Course Designs

SELF-STUDY GUIDE

ANALYSIS

Needs Assessment
Needs Assessment Topics & Research

COURSE DESIGN:

Below the Surface

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Identify Purpose
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Mind Mapping
Alignment
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Learning Outcomes
Transfer of Learning
Adult Learning Principles
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Quality Rating Improvement System (QRIS)
Intentionality
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Glossary of Terms

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IMPLEMENTATION

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Identify Training Type
Contact Information
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ACTION PLAN

Improvements

EVALUATION

Kirkpatrick's Training Evaluation
Training Model
Assessments
Formative
Summative
Student Learning

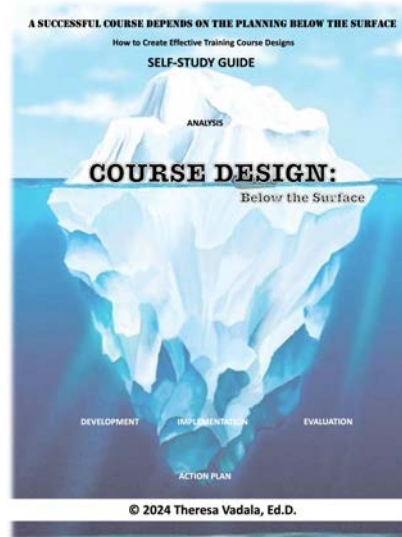


Course Design: Below the Surface

Theresa Vadala, Ed. D

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<p>PRESCHOOL Module 6</p> <p>CDA Subject Area 6: Maintaining a commitment to professionalism</p> <p>Title: CDA PROF 6.A Course Design: The Basics</p>	<p>3 Hours</p>	<p>0.3 CEUs</p>
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Dr. Theresa Vadala
(Instructor & Curriculum Designer)





**Applying New Knowledge:
Learning & Transfer**

Child Care Training Consultants, LLC

Accredited by International Association for Continuing Education and Training (IACET)

**Thank you for choosing
Child Care Training Consultants, LLC.,
for your CDA Training Needs!**

Learning Assessment

Read the material provided, take the 5-10 quiz questions and
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?

We are happy to help.

Support Services:

Please contact us 24/7 at

childcaretrainingconsultants1@gmail.com

Business # 702.837.2434



**Applying New Knowledge:
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Child Care Training Consultants LLC., Goal

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

Mission Statement

“Child Care Training Consultants, LLC’s is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation’s premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

Vision

Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



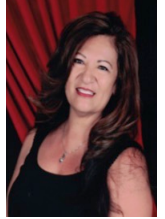
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About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of the training organization Child Care Training Consultants, LLC., (CCTC).



Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.



Preface



Tip of the Iceberg Theory

The Iceberg Theory (also known as the “theory of omission”) is the writing style of American writer Ernest Hemingway. Hemingway began his writing career as a reporter. Journalistic writing, particularly for newspapers, focuses only on events being reported, omitting unnecessary and irrelevant matter. When he became a writer of short stories, he retained this minimalistic style, focusing on surface elements without explicitly discussing the underlying themes. Hemingway believed the true meaning of a piece of writing should not be evident from the surface story; rather, the most important points of the story lie below the surface and should be allowed to shine through.

How the Iceberg Theory Applies to Course Design

A well-designed product should be so good that it is barely noticeable. By omitting the unnecessary, the essential factors come to the forefront; the product becomes quiet, pleasing, comprehensible and long-lasting. However, to arrive at a product with this quality, the design has to travel a very long and difficult path filled with questions, trials, discussion, and experimentation. The product may be simple, but the path taken to create it is highly complex for the ‘true’ course designer. Designers that confront this task have a passion for designing and fully understand the meaning of meeting learner’s needs.

Instructional Designer Process

This Course Design: Below the Surface Self-Study Guide provides trainers and course designers with the fundamental tools and elements necessary to design effective training courses. The ADDIE model is the process traditionally used by instructional designers and training developers. This Self-study guide is based on the five phases of course design: Analysis, Design, Development, Implementation, and Evaluation and represent a dynamic, flexible guideline for building effective training and performance support tools.

NOTE: The training course examples used in this Self-Study Guide are based on the training topic “Building Stronger Relationships: Parental Involvement & Family Engagement.”



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Welcome



Welcome

Quality and effectiveness of course design, course delivery, and the learning management system (LMS) affects the overall success of *face-to-face and online learners*. Learners desire to improve and grow. A well-designed, well-intended, and well-presented training course engages learners and provides opportunities for professional growth. Effective training courses also offer learners opportunities to transfer learning into their workplace, thus, promoting teacher quality and improving student achievement.

These Course Design guidelines have been written for a training context in which a training Self-Study Guide will be the main delivery source for the educational experience. The training guide will be used as a self-study tool. For information about on-site Professional Development Training, see contact information at the back of this guide.

Introduction

This Self-Study Guide is designed to teach instructional designers how to create effective training courses. The benefit of learning this information is to create professional and effective educational training courses that will serve educators well. It is important to implement the information within this Self-Study Guide in order to move your learners to optimal levels of performance.

Purpose

The purpose of this Self-Study Guide is to guide instructional designers how to create effective training courses. The benefit of learning this information is to create professional looking educational tools that will serve your clients well. It is important to implement the information within this manual in order move your clients to optimal levels of performance.



Introduction



Goal/s

The goal of this training content is to provide instructional designers/professional growth trainers with a guide to create effective training courses based on objectives that align with activities, learning outcomes, transfer of learning strategies, and assessments.

Objectives

By the end of this course learners will be able to:

- Use the needs assessment results to design an effective course given the course design templates from the Self-Study Guide.
- Use Bloom's Taxonomy action verbs to write effective learning objectives.
- Identify training techniques, training methods, materials, and delivery methods.
- Use Kirkpatrick's Training Evaluation Model to identify formative and summative evaluations.
- Identify the next steps to program improvement by developing an action plan.
- Write, use reference generator to cite references.

Prerequisite Skills

This Training Course/Self-Study Guide is written for the novice, or experienced curriculum designers and professional growth trainers.

Learning Outcomes

- Use the needs assessment results to develop the course design/training topics.
- Use Bloom's Taxonomy action verbs to develop effective learning objectives.
- Align objectives activities, learning outcomes, transfer of learning, and assessments.
- Include inclusion and diversity strategies into training content.
- Include parental involvement & family engagement strategies into training content.
- Determine type of evaluation used to evaluate student learning and learning events.
- Use a citation generator to effectively cite references.



Research



Studies show that designing, or redesigning, your approach to teaching content and integrating active learning strategies into a primarily lecture-based course is most effective when integrating students' experiential learning. Whether you are beginning the development of a new course or want to consider evolving the design of an existing course, consider your course design and ground it in research-based principles of learning. Articulate measurable learning outcomes, devise assessment activities to measure student accomplishment, and design strategies for practice and feedback to help students meet your objectives. Think about how to structure, and sequence, course topics to reinforce the underlying structure of the knowledge and help students achieve mastery.



Diversity & Inclusion in Course Design



Inclusive classrooms are about more than classroom environment and day-to-day pedagogy; they are also related to course content. Rather than *adding on* an example to an existing course, it is more effective to ***intentionally design a course with diversity and inclusion*** integrated and consistent with the student learning outcomes.

As you consider course design, you can:

- Collaborate with colleagues about useful resources, effective strategies, and significant/meaningful learning goals.
- Think about course content in terms of topics to be covered, types of case studies, application of theories, evidence, and types of thinking you want to encourage.
- Be intentional about the readings or class preparation materials you choose.
- Select readings whose language is inclusive and free of stereotypes.
- Design courses that emphasize critical thinking.
- Design courses that make connections to real-world situations and various types of people, not just the majority.
- Discuss the contributions to your field of historically underrepresented groups.
- Think about the many types of students you teach and how they might respond to, and become engaged with, the course content.
- Think about the fact that students will be bringing different knowledge, experiences and skill levels to the course, and how you might help those with less background in the field and challenge those with more background.
- Consider how you will assess your course with your learning goals in mind.



ADDIE Model (Instructional Design) *Below the Surface*



ADDIE Model (Instructional Design)

The ADDIE model is the process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

Phase 1: Analysis

In the analysis phase, the instructional problem is clarified, the instructional goals and objectives are established, and the learning environment and learner's existing knowledge and skills are identified. Below are some of the questions that are addressed during the analysis phase:

- Who is the audience and their characteristics?
- Identify the new behavioral outcome?
- What types of learning constraints exist?
- What are the delivery options?
- What are the online pedagogical considerations?
- What is the timeline for project completion?



Phase 2: Design

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details.

These are steps used for the design phase:

- Documentation of the project's instructional, visual and technical design strategy.
- Apply instructional strategies according to the intended behavioral outcomes by domain (cognitive, affective, psychomotor)
- Create storyboards.
- The user interface and user experience.
- Prototype creation.
- Apply visual design (graphic design).



ADDIE Model (Instructional Design) *Below the Surface*



Phase 3: Development

The development phase is where the developers create and assemble the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. Testers perform debugging procedures. The project is reviewed, and revised, according to any feedback given.

Phase 4: Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Preparation of the learners include training them on new tools (software or hardware), and student registration. This is also the phase where the Project Manager ensures that the books, hands on equipment, tools and software are in place, and that the learning application or website is functional.

Phase 5: Evaluation

The evaluation phase consists of two parts: Formative and Summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users.

SECTION 1

Analysis: Phase 1
(Exercises 1.1 - 1.2)

Needs Assessment & Training Topic
Research





In the analysis phase, the instructional problem is clarified, the instructional goals and objectives are established, and the learning environment and learner's existing knowledge and skills are identified. Below are some of the questions that are addressed during the analysis phase:

- Who is the audience and their characteristics?
- Identify the new behavioral outcome.
- What types of learning constraints exist?
- What are the delivery options?
- What are the online pedagogical considerations?
- What is the timeline for project completion?

Write a brief statement that describes why the specific training course is needed.
 (Refer to the findings of the Needs Assessment)

Table 1.1 Needs Assessment Topics

List Needs Assessment Topics	Why is this Training Course Needed?
<ul style="list-style-type: none"> • Communicating • Parenting • Parental Involvement • Student Learning • Volunteering • School Decision-Making and Advocacy • Collaborating with Community • Family Engagement <p>(Based on 2016 Findings in 13 States)</p>	<p>This class serves as (3) clock hours needed by child care providers as required by licensing.</p> <p>As families have different values and are culturally diverse, it is important for educators to reach all family origins to ensure their needs, and interests, are heard and met. Parental involvement is a vital component of the school community in that parents play an important role in student achievement.</p>

Exercise 1.1 Needs Assessment and Training Topic

Write a brief statement that describes why the specific training course is needed.
(Refer to the findings of the Needs Assessment)

Table 1.1 Needs Assessment Topics

List needs assessment topics	Why is training course needed?



Why Research?

Research is used for verification purposes and to examine study methods from different viewpoints. Research is a tool for building knowledge and efficient learning and is imperative to determine if one’s ideas are supported by previous studies or if further proof is needed to be considered as efficient knowledge.

Table 1.2 Research

Research
<p>A disengaged parent may experience little, or no, emotional connectedness and have few expectations for their child. When parents have a clear understanding of the school’s expectations, it is then they begin to encourage their child with the same goals and expectations. Studies show that parents who are involved in school activities and events, school decision making and advocacy, their children experience higher grades, assessment scores, have better attendance, display a more positive attitude and behavior, and have greater enrollment in postsecondary school. Research has shown that engaging families in education increases student learning, achievement, and decreases dropout rates. Effective family engagement is a set of day-to-day practices, attitudes, beliefs, two-way communication, and interactions that support learning at home, at school, after school, and during the summer. Educators are encouraged to promote engagement that is systemic, sustained, collaborated with the community, and integrated into school improvement efforts.</p>

Exercise 1.2 Research Summary

Write a brief summary on research pertaining to your intended topic. Include references for your research.

Table 1.2 Research

Research

SECTION 2

Design: Phase 2
(Exercise 2.1 – 2.21)



e Title
e Training

Goals

Writing Goals

Mind Mapping Course Design Development

Bloom's Taxonomy Framework for Writing Objectives

Bloom's Taxonomy Revised

Mind Mapping – Developing Activities for you Training Course

Training Activity Aligned with Objectives and Topic

Kolb: The Experiential Learning Cycle

Learning Outcomes

Learning Outcomes Aligned with Objectives

Transfer of Learning

Learning Outcomes Aligned with Transfer of Learning Strategies

Adult Learning Principles

Learning Styles

Child Development Associate (CDA)

Quality Rating Improvement System (QRIS)

Developmentally Appropriate Practices (DAP)

Early Childhood Environmental Rating Scale

Diversity and Inclusion in Course Design

Competency Framework

Course Description Guidelines

Outline of Training Content



Phase 2: Design

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details.

These are steps used for the design phase:

- Documentation of the project's instructional, visual and technical design strategy.
- Align learning objectives to activities, outcomes, transfer of learning, assessments.
- Apply instructional strategies according to the intended behavioral outcomes by domain (cognitive, affective, psychomotor).
- Include a section on Diversity and Inclusion within the training content.
- Create storyboards/Mind Mapping.
- Identify the user interface and user experience.
- Prototype creation (sample/rough draft).
- Apply visual design (graphic design).



Training Course Title

Create titles that are to the point and powerful. Create a sense of intrigue; something we need and want to learn about. Be descriptive, clear, concise and creative. Course titles should, first and foremost, be informative. Learners need to be able to immediately feel motivated to learn and reap the many benefits that your training course can offer them. Use questions, short and to the point, or titles that are informative.

How to Decide on a Title

Brainstorm and write down all the titles you think about. Ask yourself what your training is truly about, and give an answer in three or four words. Look up title generators and, while you may not use the exact title, you can find inspiration by combining different words.

Rules to Remember

- A good title is easily pronounced.
- Stick with your genre.
- Do not use copyrighted titles.
- Don't use derogatory language.
- Avoid titles with negative themes.

Create 5 or more titles for the intended training course and select one.

Table 2.1 Course Title

Course Title Examples
<ol style="list-style-type: none">1. Improving Parental Involvement (The reader may think... How?)2. Parent Involvement in School (What about Parental Involvement?)3. Family Engagement in Schools (What about Family Engagement?)4. Parental Involvement in Child Care (What about Parental Involvement?)5. Building Stronger Relationships: Parental Involvement & Family Engagement (This title tells the readers what the training offers.)
<p>Select one title that defines your training content.</p> <p>“Building Stronger Relationships: Parental Involvement & Family Engagement”</p>

Exercise 2.1 Training Course Title

Brainstorm and create 5 or more topic titles for the intended training course. Select one to use for your training course.

Table 2.1 Training Course Title

Training Course Title Examples	
1)	
2)	
3)	
4)	
5)	
Select one title that best defines your training content. Write the selected title here.	



Purpose of the Training

The key purpose of any training is to improve effectiveness and productivity. Learning occurs where there is a need, and the need has been accurately identified. People sometimes participate in training that is irrelevant to their interests, their skill sets, or the requirements of their coaching and working environments. When this happens, learning is unlikely to occur. First, decide why it is important to develop a specific training topic. Use the findings of the needs assessment for your State and organization (Is it a State required Training?), and identify student’s/learner’s interests. Think about the purpose of your training, identify learner’s needs, what the ideal attributes of the training topic should be, and begin to brainstorm ideas for your training content.

What is the purpose of the indented training?

Table 2.2 Purpose

Purpose of the Training
<p>Think about the purpose of the training:</p> <ul style="list-style-type: none">• Educators reach all family origins to ensure their needs and interests are heard and met.• Parents play an important role in student achievement.• Parents who are involved in school activities and events, their children experience higher grades, assessment scores, have better attendance.• Parents who have a clear understanding of the school’s expectations, they then begin to encourage their child with the same goals and expectations.
<p>Write a short paragraph on the purpose of your training:</p> <p>As families have different values and are culturally diverse, it is important for educators to reach all family origins to ensure their needs and interests are heard and met. Parental involvement is a vital component of the school community in that parents play an important role in student achievement. Studies show that parents who are involved in school activities and events, their children experience higher grades, assessment scores, have better attendance, display a more positive attitude and behavior, and have greater enrollment in postsecondary school. A disengaged parent may experience little, or no, emotional connectedness and have few expectations for their child. When parents have a clear understanding of the school’s expectations, they then begin to encourage their child with the same goals and expectations.</p>

Exercise 2.2 Purpose of the Training Content

The key purpose of any training is to improve effectiveness and productivity. Learning occurs where there is a need, and the need has been accurately identified. People sometimes participate in training that is irrelevant to their interests, their skill sets, or the requirements of their coaching and working environments. When this happens, learning is unlikely to occur. First, decide why it is important to develop a specific training topic. Use the findings of the needs assessment for your State and organization (Is it a State required Training?), and identify student's/learner's interests. Think about the purpose of your training, identify learner's needs, what the ideal attributes of the training topic should be, and begin to brainstorm ideas for your training content.

What is the purpose of the indented training?

Table 2.2 Purpose of the Training

Purpose of the Training
Think about why you are writing the training. What is the purpose of the proposed training?
Write a short paragraph on the purpose of your training:



What are Goals?

A goal is defined as the purpose toward which an endeavor, or effort, is directed or aimed. Goals are generalized and broader than objectives. Goals may be intangible, and directed at achieving non-measurable things. The time-frame for goals also takes longer to achieve. Goals are not necessarily measurable.

Goals are:

- Efforts that are directed or aimed.
- Generalized, broader than objectives.
- May be intangible/cannot be perceived by the senses
 - Accountability
 - Job satisfaction
 - Team effectiveness
 - Sustainability
 - Leadership
- Non-measurable
- Long time frame
- Other



Examples of Goals:

Restructure your priorities

Hang out with friends more often

Visit your family more

Volunteer your time

Have a better outlook on life

Identify your values and stick to them

Learn how to do more things

Enhance your quality of life

Go to college

Stay away from stressful situations

Work on communication

Avoid conflict

Go to the doctor

Eat better

Writing Goals

Complete the following chart and write three goals. Think about what you will do to achieve each goal. Why is each goal important?

Table 2.3 Goals

Training Title: "Building Stronger Relationships: Parental Involvement & Family Engagement"		
Goal 1	Goal 2	Goal 3
The goal of this training is to build stronger relationships with parents and families.	The goal of this training is to provide support to parents.	The goal of this training is to build stronger relationships with parents, and families, by providing participants with the tools necessary to engage parents.
Select one of the three goals that best suits your training course: The goal of this training is to build stronger relationships with parents, and families, by providing participants with the tools necessary to engage parents.		
What I will do to achieve this goal: This will be achieved by activities that encourage, as follows: <ul style="list-style-type: none">• Establish procedures that encourage, and request, parental involvement• Provide specific suggestions, and requests, for parental involvement• Engage families in planning curriculum, evaluate planning and program transactions;• Engage families in meaningful-making opportunities• Encourage, and provide, support for family participation in community events• Design, and implement, an environment for students and parents that reflect sensitivity and respect of diverse needs.		
Why is this goal important to me? This goal offers the tools necessary for educators to develop stronger connections with parents and families by offering opportunities for engaging families in curriculum planning, events, and other meaningful-making opportunities.		

Exercise 2.3 Writing Goals

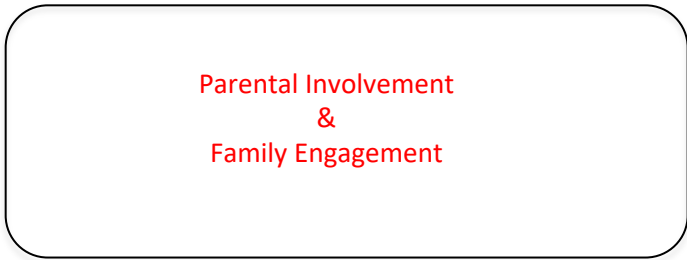
Complete the following chart. Write three goals. Think about what you will do to achieve this goal. Why is this goal important?

Table 2.3 Writing Goals

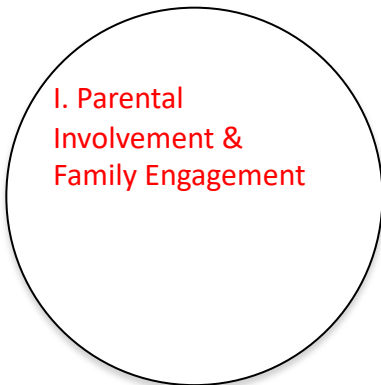
Training Title:		
Goal 1	Goal 2	Goal 3
Select one of the three goals that best suits your training course: Write selected goal here.		
What I will do to achieve this goal?		
Why is this goal important to me?		

Mind-Mapping Course Design Development

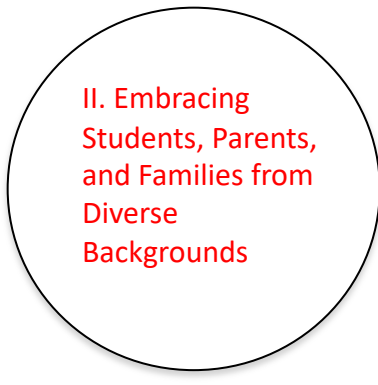
Topic



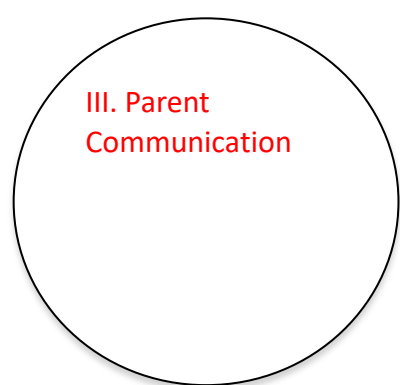
Main Idea



Main Idea



Main Idea



A. The Dynamics of Parents

- a. Hit & Run Parents
- b. The Inspector
- c. Go with Flow Parents

A. Understanding Diversity Differences

- a. Embracing Families
- b. Developing Cooperative Partnerships
- c. Proactive Approach

A. Effective Communication Strategies

- a. List Communication Strategies
- b. Two-way Communication
- c. Communicating with Parents

B. Benefits and Methods to Engage Parents

- a. Building Trust
- b. Positive Contact
- c. Benefits & Barriers
- d. Support for Students at Home

B. Clarifying Questions

- a. What are Clarifying Questions?
- b. Examples of Clarifying Questions?
- c. List additional Clarifying Questions

B. Parent Communication Board

- a. Create a Parent Board
- b. Main Elements
- c. How to Engage Parents

C. Understanding Generational Differences

- a. Types of Generations
- b. Definitions
- c. Techniques for Managing Differences

C. Probing Questions

- a. What are Probing Questions?
- b. Examples of Probing Questions?
- c. List additional Probing Questions

C. Asking the Right Questions: Parent Survey

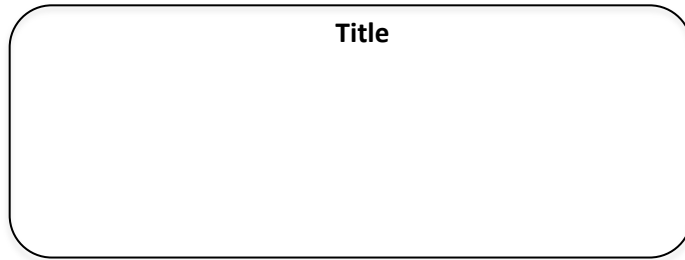
- a. Why use a Parent Survey?
- b. Examples of Questions
- c. Design a Parent Survey

Exercise 2.4 Mind Mapping Course Development

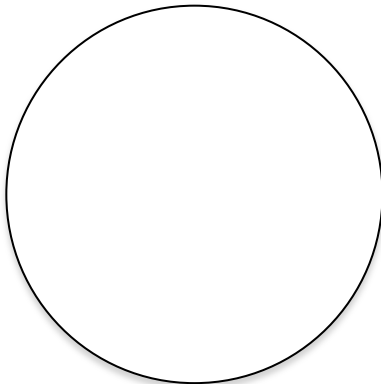
Template

Topic

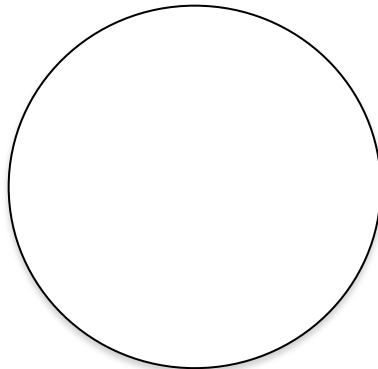
Title






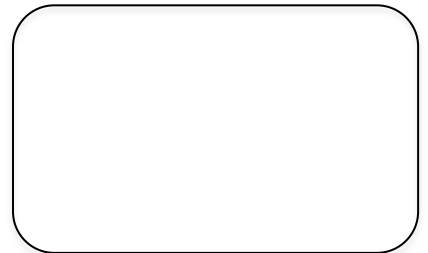
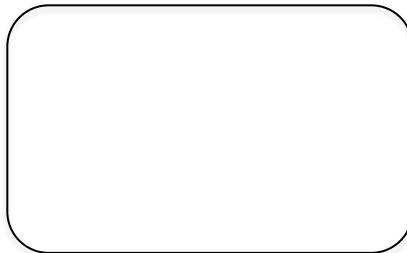
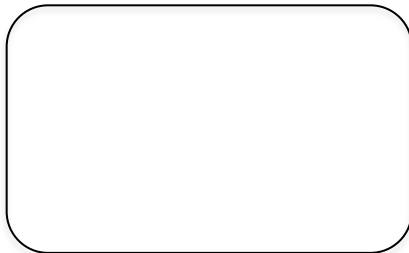


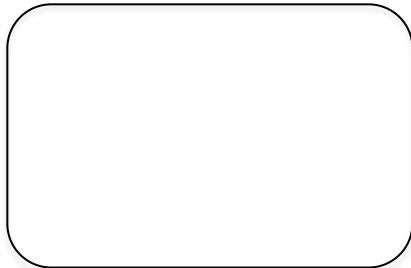
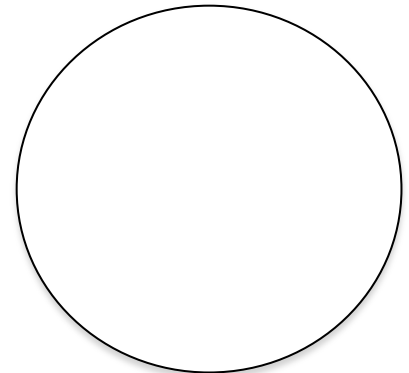
Main Idea



Main Idea



Main Idea



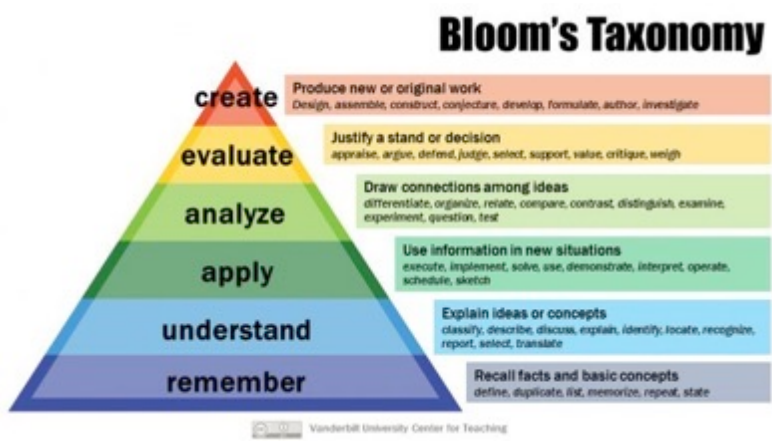
Bloom's Taxonomy Framework For Writing Objectives



Bloom's Taxonomy Framework for Writing Objectives

The Revised Blooms Taxonomy Framework is used to develop learning objectives in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles. The main purpose of the taxonomy is to allow educators to create learning outcomes that target not only the subject to be taught, but the depth of the learning that is to occur, as well as to then create assessments that accurately report on the students' progress towards these outcomes.

Bloom's taxonomy is separated into three domains: the cognitive, the affective, and the psychomotor. Within these domains are hierarchies composed of action verbs that correspond to different levels/depths of thinking. For the purpose of this course design, the cognitive domain is used as it is focused on intellectual skills such as critical thinking, problem solving, and creating a knowledge base. Blooms Taxonomy of action verbs are listed on the following page.



The learner's objectives are based on Bloom's Taxonomy cognitive domain. The training activities, assessment, the transfer of learning and learning outcomes are aligned with the objectives.

Bloom's Taxonomy Revised

Bloom's Taxonomy was developed in the 1950's and is still used today to categorize ways of learning and thinking. A revised model was developed in the 1990's to better fit educational practices of the 21st century; the nouns have been changed to verbs.

Taxonomy of Cognitive Objectives

- 1950's- developed by Benjamin Bloom.
- Means of expressing qualitatively different kinds of thinking.
- Been adapted for classroom use as a planning tool.
- Continues to be one of the most universally applied models.
- Provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking.
- 1990's- Lorin Anderson (former student of Bloom) revisited the taxonomy.

Bloom's Taxonomy	
Original (1956)	Revised (2001)
Evaluation	Creating
Synthesis	Evaluating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering
Noun	Verb
<p>Thinking is an active process, and verbs describe actions. Knowledge does not describe a category of thinking and was replaced with Remembering. Comprehension and synthesis were retitled to Understanding and Creating, respectively, to better reflect the nature of thinking for each category.</p> <p>One can be critical without being creative (i.e., judge an idea and justify choices), but creative production often requires critical thinking (i.e., accepting and rejecting ideas on the path to creating a new idea, product or way of looking at things).</p>	

The Knowledge Dimension

- Factual
- Conceptual
- Procedural
- Metacognitive

Bloom's Taxonomy

Level 1: Remembering: Exhibit memory or previously learned material by recalling facts, terms, basic concepts, and answers.

Level 2: Demonstrate: Show an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

Level 3: Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.

Level 4: Analyzing: Examine and break information into parts by identifying motives and causes. Make inferences and find evidence to support generalizations.

Level 5: Evaluating: Present, and defend, opinions by making judgments about information, validity of ideas, or quality of work, based on a set of criteria.

Level 6: Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

What are Objectives?

In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance. Objectives are specific, measurable steps that can be taken to meet the goal.

Objectives are:

Specific - Clearly defined

Measurable - to be measured

Attainable - Achievable

Relevant - Closely connected or appropriate to matter

Time-frame - A period of time

EXAMPLE:

The teacher will be able to write a comprehensive action plan, given the Guidebook to read within 45 minutes with 0 errors.

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Exercise 2.5 Writing Objectives

Use this template to write your objectives.

1. Use Bloom's Taxonomy list of action verbs for writing objectives.

Writing Objectives		
Performance	What the learner will be doing	The _____ will be able to Who/Name/The Learner <hr style="width: 80%; margin: 5px auto;"/> What will the learner be doing?
Condition	What the learner /individual will use and how	given _____ What will the learner use? /Tools to _____ Explain how the learner will use
Measure	Provide a time limit and range	Within/by _____ with Time limit <hr style="width: 80%; margin: 5px auto;"/> Range
The learner/participant will be able to:		

Objective Template

Participants/learners will be able to:

Objective 1

After the training/course period the learner will be able to identify methods and techniques to address the dynamics of parents and manage generational differences within the school community.

Objective 2

After the training/course period the learner will be able to apply strategies to embrace students, parents, and families from diverse backgrounds within the classroom and school community.

Objective 3

After the training/course period the learner will be able to recognize features of effective communication to keep parents engaged within the school community.

Exercise 2.6 Objective Template

Use this template to write three (3) objectives for your training topic/content.

Objective 1

Objective 2

Objective 3

Mind Mapping - Developing Activities for your Training Course

Learning objectives should be learner-centric and specify what learners will be able to do upon completion of the course. Every training activity must be connected to the learning objectives as it ensures that the objective is being achieved.

Parental Involvement & Family Engagement

Main Idea

I. Parental Involvement & Family Engagement

Main Idea

II. Embracing Students, Parents, and Families from Diverse Backgrounds

Main Idea

III. Parent Communication

Objective 1

1) Identify methods and techniques to address the dynamics of parents and manage generational differences within the school community.

Objective 2

2) Apply strategies to embrace students, parents, and families from diverse backgrounds.

Objective 3

3) Recognize features of effective communication to keep parents engaged.

Activity Ideas

Exercise 1.1 Identify the dynamics of parents and list their first name on the chart in the self-study guide. List methods to address and engage parents on how to become involved in school activities and involved with their children.

Exercise 1.2 List 5 factors that affect schools based on reading/lecture notes.

Exercise 1.3 Write a 3-5 Sentence Paragraph on Generational Differences

Activity Ideas

Exercise 2.4 List 5 Clarifying Questions to use with your students.

Exercise 2.5 List 5 Probing Questions to use with your students.

Exercise 2.6 Do this activity in a group or in the classroom with students. Clarifying and Probing Questions

Activity Ideas

Exercise 3.7 Create a sketch of a Parent Communication Board with a minimum of 5 elements to use in the classroom.

Exercise 3.8 Develop an effective 10-question parent survey to gain parent needs and interests with [survey.monkey](https://www.surveymonkey.com)

Exercise 2.7 Mind Mapping Activity Development

Learning objectives should be learner-centric and specify what learners will be able to do on completion of the course. Every training activity must be connected to the learning objectives to ensure the objectives are being achieved.

Main Idea

Main Idea

Main Idea

Objective 1

Objective 2

Objective 3

Activity Ideas

Activity Ideas

Activity Ideas

Training Activities Aligned with Objectives and Topic

Table 2.8 Activities

Topic Outline	Objectives	Activities
<p>I. Parental Involvement</p> <ul style="list-style-type: none"> a. Dynamics of Parents b. Benefits and Methods to Engage Parents c. Understanding Generational Differences 	<p>1) Identify methods and techniques to address the dynamics of parents and managing generational differences within the school community.</p>	<p>NOTE: You will need a printout of the of handout for these Exercises.</p> <p>Exercise 1.1 Identify the dynamics of parents and list their first name on the chart in the self-study guide. List methods to address and engage parents on how to become involved in school activities and involved with their children.</p> <p>Exercise 1.2 List 5 factors that affect schools based on reading/lecture notes.</p> <p>Exercise 1.3 Write a 3-5 Sentence Paragraph on Generational Differences</p>
<p>II. Understanding and Embracing Students, Parents, and Families from Diverse Backgrounds.</p> <ul style="list-style-type: none"> a. Understanding Diversity Differences b. Clarifying Questions c. Probing Questions 	<p>2) Apply strategies to embrace students, parents, and families from diverse background.</p>	<p>Exercise 2.4 List 5 Clarifying Questions to use with your students.</p> <p>Exercise 2.5 List 5 Probing Questions to use with your students.</p> <p>Exercise 2.6 Do this activity in a group or in the classroom with students. Clarifying and Probing Questions.</p>
<p>III. Parent Communication</p> <ul style="list-style-type: none"> a. Effective Communication Strategies b. Parent Communication Board c. Asking the Right Questions: Parent Survey 	<p>3) Recognize features of effective communication to keep parents engaged.</p>	<p>Exercise 3.7 Create a sketch of a Parent Communication Board with a minimum of 5 elements to use in the classroom.</p> <p>Exercise 3.8 Develop an effective 10-question parent survey to gain parent needs and interests with survey.monkey</p>

Exercise 2.8 Training Activities Aligned with Objectives and Topic Template

List topic outline. Align objectives to activities.

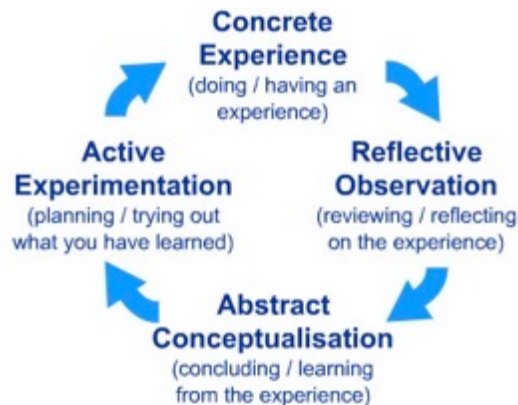
Table 2.8 Activities

Topic Outline	Objectives	Activities



David Kolb published his learning styles model in 1984 from which he developed his learning style inventory. Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes.

Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences. "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). Kolb's experiential learning style theory is typically represented by a four stage learning cycle in which the learner *touches all the bases*:



1. Concrete Experience - (a new experience or situation is encountered, or a reinterpretation of existing experience.) **2. Reflective Observation** (Of the new experience. Of particular importance are any inconsistencies between experience and understanding.) **3. Abstract Conceptualization** (Reflection gives rise to a new idea, or a modification of an existing abstract concept.) **4. Active Experimentation** (The learner applies the new knowledge to the world around them.)

Kolb (1974) views learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner is able to execute all four stages of the model. Therefore, no one stage of the cycle is as effective as a learning procedure on its own.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.



Learning Outcomes

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably be demonstrated at the end of a course or program. Learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Characteristics of Learning Outcomes Statements

Learning outcomes should:

- Reflect broad conceptual knowledge and adaptive vocational and generic skills;
- Reflect essential knowledge, skills or attitudes;
- Focus on *results* of the learning experiences;
- Reflect the desired end of the learning experience, not the means or the process;
- Represent the *minimum* performances that must be achieved to successfully complete a course or program;
- Answer the question, "Why should a student take this course anyway?";
- Learning outcomes statements may be considered to be exit behaviors.

Learning Outcomes Written at the Course Level Should:

- State clear expectations - learners know what they have to do to demonstrate that they have achieved the learning outcomes;
- Represent culminating performances of learning and achievement;
- Describe performances that are *significant, essential, and verifiable*, preferably state only ONE performance per outcome;
- Refer to learning that is *transferable*; transfer of learning that enables individuals to transfer new skills and knowledge from a learning environment into their habitual daily behaviors in the workplace;
- Have a number of different ways to achieve the outcome;
- Reflect the overriding principles of equity and fairness, and accommodate the needs of diverse learners;
- Represent the minimal acceptable level of performance that a student needs to demonstrate in order to be considered successful.

Adapted from Center of Teaching Support & Innovation. (2017). Retrieved from <http://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/characteristics-of-good-learning-outcomes/>

Learning Outcomes Aligned with Objectives

Table 2.9 Learning Outcomes

Objectives	Activities/Exercises	Learning Outcomes
<p>Identify methods and techniques to address the dynamics of parents and managing generational differences within the school community.</p>	<p>Exercise 1.1 Identify the dynamics of parents and list their first name on the chart in the self-study guide. List methods to address, and engage, parents on how to become involved in school activities and involved with their children.</p> <p>Exercise 1.2 List 5 factors that affect schools based on reading/lecture notes.</p> <p>Exercise 1.3 Write a 3-5 sentence paragraph on generational differences.</p>	<p>Identify and list methods of addressing the dynamics of parents.</p> <p>Identify and implement strategies to embrace diverse families.</p> <p>Explain generational differences and identify strategies when communicating with parents.</p>
<p>Apply strategies to embrace students, parents, and families from diverse backgrounds.</p>	<p>Exercise 2.4 List 5 clarifying questions to use with your students.</p> <p>Exercise 2.5 List 5 probing questions to use with your students.</p> <p>Exercise 2.6 Clarifying and Probing Questions Do this activity in a group or in the classroom with students.</p>	<p>List clarifying and probing questions on handout or chart.</p> <p>Try Clarifying and Probing Questions activity in the classroom.</p>
<p>Recognize features of effective communication to keep parents engaged.</p>	<p>Exercise 3.7 Create a Parent Communication Board with a minimum of 5 elements to use in the classroom</p> <p>Exercise 3.8 Develop an effective 10-question parent survey to obtain parent needs and interests with survey.monkey</p>	<p>Design an effective Parent Communication Board.</p> <p>Create a Parent Survey to obtain parent needs and interests.</p>

EXERCISE 2.9 Learning Outcomes Aligned with Objectives

List objectives. Align objectives to activities. Learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Table 2.9 Learning Outcomes Aligned with Objectives

Objectives	Activities/Exercises	Learning Outcomes

Transfer of Learning



Transfer of Learning

Transfer of training is effectively and continuing applying the knowledge, skills, and/or attitudes that were learned in a learning environment to the job environment. The *Transfer of Learning* is the application of skills, knowledge, and/or attitudes that were learned in one situation and transferring to another learning situation. The first place to practice transfer of learning is within the classroom. Effective learning transfer is essential for maximizing learning outcomes. The transfer of learning is taken into consideration while developing the training content, resources, techniques, timing and flow of all course design content.

Transfer of Learning Activities Aligned with Objectives

Table 2.10 Transfer of Learning

Objectives	Transfer of Learning Strategies
Identify methods and techniques to address the dynamics of parents and managing generational differences within the school community.	Use methods on how to address parents in the classroom. Explain generational differences and apply strategies in the classroom.
Apply strategies to embrace students, parents, and families from diverse backgrounds.	Use the examples clarifying and probing questions when working with students to hear student's concerns and have a better understanding of student and family's diverse needs.
Recognize features of effective communication to keep parents engaged.	Design a parent board with the elements from the drawing to engage parents. Hand out the parent survey to parents and gather information based on needs and interests to plan meetings and professional growth opportunities for parents.

Adapted from Performance Juxtaposition. (2011). Retrieved from <http://www.nwlink.com/~donclark/hrd/learning/transfer.html>

Learning Outcomes Aligned with Transfer of Learning Strategies

Table 2.10 Transfer of Learning

Objectives	Activities/Exercises	Learning Outcomes	Transfer of Learning Strategies
<p>Identify methods and techniques to address the dynamics of parents and managing generational differences within the school community.</p>	<p>Exercise 1.1 Identify the dynamics of parents and list their first name on the chart in the self-study guide. List methods to address and engage parents on how to become involved in school activities and involved with their children.</p> <p>Exercise 1.2 List 5 factors that affect schools based on reading/lecture notes.</p> <p>Exercise 1.3 Write a 3-5 sentence paragraph on generational differences</p>	<p>Identify and list methods to addressing the dynamics of parents.</p> <p>Identify and implement strategies to embrace diverse families.</p> <p>Explain generational differences and identify strategies when communicating with parents.</p>	<p>Use methods on how to address parents in the classroom.</p> <p>Explain generational differences and apply strategies in the classroom.</p>
<p>Apply strategies to embrace students, parents, and families from diverse backgrounds.</p>	<p>Exercise 2.4 List 5 Clarifying Questions to use with your students.</p> <p>Exercise 2.5 List 5 Probing Questions to use with your students.</p> <p>Exercise 2.6 Do this activity in a group or in the classroom with students. Clarifying and Probing Questions.</p>	<p>List clarifying and probing questions on handout or chart.</p> <p>Try clarifying and probing questions activity in the classroom.</p>	<p>Use the examples clarifying and probing questions when working with students to hear students' concerns and have a better understanding of student and family's diverse needs.</p>
<p>Recognize features of effective communication to keep parents engaged.</p>	<p>Exercise 3.7 Create a Parent Communication Board with a minimum of 5 elements to use in the classroom.</p> <p>Exercise 3.8 Develop an effective 10-question parent survey to gain parent needs and interests with survey.monkey</p>	<p>Design an effective Parent Communication Board.</p> <p>Create a Parent Survey to learn about parent needs and interests.</p>	<p>Design a parent board with the elements from the drawing to engage parents.</p> <p>Hand out parent survey to parents. Gather information based on needs & interests to plan meetings and professional growth opportunities for parents.</p>

Exercise 2.10 Learning Outcomes Aligned with Transfer of Learning Strategies

The transfer of learning enables individuals to transfer new skills and knowledge from a learning environment into their habitual daily behaviors in the workplace. List how learners will transfer learning into their work environment.

Table 2.10 Learning Outcomes Aligned with Transfer of Learning Strategies

Objectives	Activities/Exercises	Learning Outcomes	Transfer of Learning Strategies



Adult Learning Principles



Adult Learning Principles

Malcolm Shepherd Knowles was an American educator well known for the use of the term *Andragogy* as synonymous to adult education. According to Malcolm Knowles, andragogy is the art and science of adult learning. Knowles identified 5 assumptions of adult learners;

- **Self-Concept** - As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
- **Adult Learner Experience** - As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
- **Readiness to Learn** - As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
- **Orientation to Learning** - As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness.
- **Motivation to Learn** - As a person matures the motivation to learn is internal.

Knowles' 4 Principles of Andragogy

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

Adapted from Knowles, M. S. (1950) *Informal Adult Education*, New York: Association Press. Guide for educators based on the writer's experience as a programme organizer in the YMCA.



Adult Learning Principles

To understand adult learning, it is important to know and understand the learning domains, learning styles, and how and why adults learn. The three learning domains are cognitive, affective, and behavioral. *Cognitive* refers to knowledge or a body of subject matter; *Affective* refers to attitudes and beliefs; and *Behavioral* refers to practical application.

The table below shows examples of activities in each of the three domains.

COGNITIVE	AFFECTIVE	BEHAVIORAL
Lectures	Values clarification exercises	Role plays
Brainstorms	Nominal group process	Simulations
Discussions	Consensus-seeking activities	Teach backs

Adult Learning Principles

- | | | |
|--|--|---|
| Cognitive | Affective | Behavioral |
| <input checked="" type="checkbox"/> Lectures | <input checked="" type="checkbox"/> Values Clarification Exercises | <input type="checkbox"/> Role Plays |
| <input type="checkbox"/> Brainstorms | <input type="checkbox"/> Nominal Group Process | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Discussions | <input type="checkbox"/> Consensus-Seeking Activities | <input checked="" type="checkbox"/> Teach Backs |



Exercise 2.11 Adult Learning Principles

The table below shows examples of activities in each of the three domains.

Table 2.11 Adult Learning Principles

COGNITIVE	AFFECTIVE	BEHAVIORAL
Lectures	Values clarification exercises	Role plays
Brainstorms	Nominal group process	Simulations
Discussions	Consensus-seeking activities	Teach backs

Select the Adult Learning Principles that align with the training content.

Adult Learning Principles

Cognitive

- Lectures
- Brainstorms
- Discussions

Affective

- Values Clarification Exercises
- Nominal Group Process
- Consensus-Seeking Activities

Behavioral

- Role Plays
- Simulations
- Teach Backs

Learning Styles



Learning Styles

The three primary learning styles are: visual, auditory, and kinesthetic.

Visual learners tend to learn by looking, seeing, viewing, and watching. Visual learners need to see an instructor’s facial expressions and body language to fully understand the content of a lesson. They tend to sit at the front of the classroom to avoid visual distractions. They tend to think in pictures and learn best from visual displays. During a lecture or discussion, they tend to take detailed notes to absorb information.

Auditory learners tend to learn by listening, hearing, and speaking. Auditory learners learn best through lectures, discussions, and brainstorming. They interpret the underlying meaning of speech by listening to voice tone, pitch, and speed and other speech nuances. Written information has little meaning to them until they hear it. They benefit best by reading text out loud and using a tape recorder.

Kinesthetic learners tend to learn by experiencing, moving, and doing. Kinesthetic learners learn best through a hands-on approach and actively exploring the physical world around them. They have difficulty sitting still for long periods of time, and easily become distracted by their need for activity and exploration.

The table below shows some of the methods that appeal to visual, auditory, and kinesthetic learners. Training should take into account all three styles.

Table 2.12 Learning Styles

VISUAL	AUDITORY	KINESTHETIC
<input type="checkbox"/> Transparencies <input type="checkbox"/> Videos/Slides <input type="checkbox"/> Flip Charts <input type="checkbox"/> Readings <input type="checkbox"/> Demonstrations <input type="checkbox"/> Other <hr/> <hr/>	<input type="checkbox"/> Lectures <input type="checkbox"/> Group Discussions <input type="checkbox"/> Informal Conversations <input type="checkbox"/> Stories and Examples <input type="checkbox"/> Brain storms <input type="checkbox"/> Other <hr/> <hr/>	<input type="checkbox"/> Role plays <input type="checkbox"/> Simulations <input type="checkbox"/> Practice Demonstrations <input type="checkbox"/> Writing/Note taking <input type="checkbox"/> Activities <input type="checkbox"/> Other <hr/> <hr/>

Adapted from Teach, Make a Difference. (2017). Retrieved from <https://teach.com/what/teachers-teach/learning-styles/>



Exercise 2.12 Learning Styles

Learning Styles

The three primary learning styles are: visual, auditory, and kinesthetic.

Select learning styles in **ALL** three areas used within your training content and activities.

Table 2.12 Learning Styles

VISUAL	AUDITORY	KINESTHETIC/TACTILE/HAN DS ON
<input type="checkbox"/> Transparencies <input type="checkbox"/> Videos/Slides <input type="checkbox"/> Flip Charts <input type="checkbox"/> Readings <input type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List below)	<input type="checkbox"/> Lectures <input type="checkbox"/> Group Discussions <input type="checkbox"/> Informal Conversations <input type="checkbox"/> Stories and Examples <input type="checkbox"/> Brain storms <input type="checkbox"/> Other (List below)	<input type="checkbox"/> Role plays <input type="checkbox"/> Simulations <input type="checkbox"/> Practice Demonstrations <input type="checkbox"/> Writing/Note Taking <input type="checkbox"/> Team Activities <input type="checkbox"/> Other (List below)

Adapted from Teach, Make a Difference. (2017). Retrieved from <https://teach.com/what/teachers-teach/learning-styles/>

Child Development Associate (CDA)



The Child Development Associate (CDA) Credential

The CDA Program is designed to assess and credential early childhood education professionals. The Council recognizes and credentials professionals who work in all types of early care and education programs - Head Start, pre-k, infant-toddler, family child care, and home visitor programs. The training content aligns with the CDA competency standards and functional areas.

CDA Competency Standards and Functional Areas

Goal I. To establish and maintain a safe, healthy learning environment.

1. Safe
2. Healthy
3. Learning Environment

Goal II. To advance physical and intellectual competence.

4. Physical
5. Cognitive
6. Communicative
7. Creative

Goal III. To support social and emotional development and to provide positive guidance.

8. Self
9. Social
10. Guidance

Goal IV. To establish positive and productive relationships with families.

11. Families

Goal V. To ensure a well-run, purposeful program responsive to participant needs.

12. Program Management

Goal VI. To maintain a commitment to professionalism.

13. Professionalism

Child Development Associate (CDA) Area

CDA Functional Area

- 1 - Safe
- 2 - Healthy
- 3 - Learning Environment
- 4 - Physical
- 5 - Cognitive
- 6 - Communicative
- 7 - Creative
- 8 - Self
- 9 - Social
- 10 - Guidance
- X 11 - Families
- 12 - Program Management
- 13 - Professionalism

Exercise 2.13 Training Content Alignment to CDA Competency Standards

Child Development Associate (CDA) Competency Standards and Functional Areas

Goal I. To establish and maintain a safe, healthy learning environment

1. Safe
2. Healthy
3. Learning Environment

Goal II. To advance physical and intellectual competence

4. Physical
5. Cognitive
6. Communicative
7. Creative

Goal III. To support social and emotional development and to provide positive guidance

8. Self
9. Social
10. Guidance

Goal IV. To establish positive and productive relationships with families

11. Families

Goal V. To ensure a well-run, purposeful program responsive to participant needs

12. Program Management

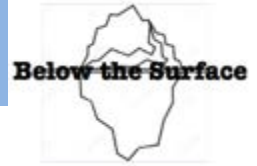
Goal VI. To maintain a commitment to professionalism

13. Professionalism

Select Training Content and Align to CDA Competency Standards

CDA Functional Area

- 1 - Safe
- 2 - Healthy
- 3 - Learning Environment
- 4 - Physical
- 5 - Cognitive
- 6 - Communicative
- 7 - Creative
- 8 - Self
- 9 - Social
- 10 - Guidance
- 11 - Families
- 12 - Program Management
- 13 - Professionalism



Quality Rating & Improvement System (QRIS)

The Quality Rating and Improvement System (QRIS) is a systematic approach to assess, improve, and communicate the level of quality in early and school-age programs. Some QRIS require specific curricula, or curricula that aligns with the State's learning and development guidelines, or that the programs demonstrate that staff use the guidelines to shape program activities. The content of these standards include requiring programs to:

- Have a written plan of daily learning activities.
- Use a planned or approved developmentally appropriate curricula.
- Align curricula with learning and development guidelines.
- Address multiple developmental domains.
- Use environment rating scales to document developmentally appropriate use of curricula/learning activities.

Quality Rating & Improvement Scale (QRIS)

The content of these standards include requiring programs to:

- Have a written plan of daily learning activities.
- Use a planned or approved developmentally appropriate curricula.
- Align curricula with learning and development guidelines.
- Address multiple developmental domains.
- Use environment rating scales to document developmentally appropriate use of curricula/learning activities.



Exercise 2.14 Training Content Aligned to QRIS Guidelines Template

Align training content to QRIS guidelines. Select the standard/s that pertain to your training content/program.

The content of these standards include requiring programs to:

- Have a written plan of daily learning activities.
- Use a planned or approved developmentally appropriate curricula.
- Align curricula with learning and development guidelines.
- Address multiple developmental domains.
- Use environment rating scales to document developmentally appropriate use of curricula/learning activities.

Developmentally Appropriate Practices (DAP)



Developmentally Appropriate Practices (DAP)

Developmentally Appropriate Practices is an approach to teaching grounded in the research on how young children develop and learn, and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development. All training content falls into DAP's 3 Core considerations. The 3 core considerations are 1) knowing about child development and learning, 2) knowing what is individually appropriate, and 3) knowing what is culturally important.

1) Knowing about child development and learning.

Knowing what is typical at each age and stage of early development is crucial. This knowledge, based on research, helps us decide which experiences are best for children's learning and development.

2) Knowing what is individually appropriate.

What we learn about specific children helps us teach, and care for, each child as an individual. By continually observing children's play and interaction with the physical environment and others, we learn about each child's interests, abilities, and developmental progress.

3) Knowing what is culturally important.

We must make an effort to get to know the children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family. The training content offer a variety of learning activities, developmentally appropriate content and aligns with learning and development guidelines.

Developmentally Appropriately Practices (DAP)

- Offer both child initiated and teacher-directed learning experiences.
- Be responsive to children's ideas by offering materials, documentation (samples of their work, photographs, etc.), and thoughtful conversation that builds on their ideas, skills, and knowledge.
- Plan for hands on experiences where children learn by doing.
- Plan enough time for children to explore and fully engage (as well as revisit) their interests.
- Build children's learning by adding activities that challenge children and expand on what they can do.

Exercise 2.15 Training Content Aligned to DAP Guidelines

DAP's 3 Core considerations.

1) Knowing about child development and learning.

Knowing what is typical at each age and stage of early development is crucial. This knowledge, based on research, helps us decide which experiences are best for children's learning and development.

2) Knowing what is individually appropriate.

What we learn about specific children helps us teach and care for each child as an individual. By continually observing children's play and interaction with the physical environment and others, we learn about each child's interests, abilities, and developmental progress.

3) Knowing what is culturally important.

We must make an effort to get to know the children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family.

Select the DAP guidelines that align with the training content.

Developmentally Appropriately Practices (DAP)

- Offer both child initiated and teacher-directed learning experiences.
- Be responsive to children's ideas by offering materials, documentation (samples of their work, photographs, etc.), and thoughtful conversation that builds on their ideas, skills, and knowledge.
- Plan for hands on experiences where children learn by doing.
- Plan enough time for children to explore and fully engage (as well as revisit) their interests.
- Build children's learning by adding activities that challenge children and expand on what they can do.



Early Childhood Environmental Rating Scale (ECERS)



The ECERS assessment instrument is designed for preschool, kindergarten and childcare classrooms serving children 2-1/2 through 5 years. It is commonly used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs. The established reliability and validity of the ECERS-R make it particularly useful for research and program evaluation.

ECERS Seven subscales:

- Space and Furnishings
- Personal Care Routines
- Language-Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

Each of the 43 items is expressed as a 7-point scale with indicators for 1 (inadequate), 3 (minimal), 5 (good), and 7 (excellent). The training content is aligned with ECERS subscales.

ECERS (How training incorporates the ECERS)

SUBSCALE: Parents and Staff

ITEMS:

- 39. Provisions of personal needs from staff
- 43. Opportunities for professional growth

Exercise 2.16 Training Content to Aligned to ECERS Subscales and Items Template

Align training content to ECERS subscales and items. (Review your ECERS guidebook to locate subscale and items description.)

ECERS Seven subscales:

- Space and Furnishings
- Personal Care Routines
- Language-Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

ECERS (How training incorporates the ECERS)

SUBSCALE:

ITEMS:



Diversity & Inclusion in Course Design

Inclusive classrooms are about more than classroom environment and day-to-day pedagogy; they are also related to course content. Rather than *adding on* an example, it is more effective to ***intentionally design a course with diversity and inclusion*** integrated and consistent with the student learning outcomes of the course.

As you consider course design, you can:

- Collaborate with colleagues about useful resources, effective strategies, and significant/meaningful learning goals.
- Think about course content in terms of topics to be covered, types of case studies, application of theories, evidence, and types of thinking you want to encourage.
- Be intentional about the readings or class preparation materials you choose.
- Select readings whose language is inclusive and free of stereotypes.
- Design courses that emphasize critical thinking.
- Design courses that make connections to real-world situations and various types of people, not just the majority.
- Discuss the contributions to your field of historically underrepresented groups.
- Think about the many types of students you teach and how they might respond to and become engaged with the course content.
- Think about the fact that students will be bringing different knowledge, experiences and skill levels to the course and how you might help those with less background in the field and challenge those with more background.
- Consider how you will assess your course with your learning goals in mind.

Write a 3-5 sentence paragraph of diversity and inclusion from your training topic.

Inclusion is the process by which we value all individuals, recognizing their unique attributes, qualities, and ways of being. In order to ensure inclusive practice, classroom environments need to develop their policies and practices to include all learners with the aim of meeting their individual needs. Providers have a responsibility to ensure positive attitudes towards diversity and differences – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

Exercise 2.17 Diversity & Inclusion in Course Design

Write a 3-5 sentence paragraph on diversity and inclusion relating to your training content. (Research content based on your training topic/content.)

Table 2.17 Diversity & Inclusion in Course Design

Diversity and Inclusion



Knowledge and Competency Framework



Knowledge and Competency Framework

Knowledge and competency framework outlines what early childhood professionals need to know and what they need to do when delivering quality care. The National Association for the Education of Young Children’s Workforce Designs (2008) recommends educator competencies for all early childhood professionals regardless of role or work setting. The policies regarding standards must include language that ensures alignment integrated with licensing and certification requirements across state agencies.

The training content for professional development align with each State’s knowledge and competency area framework. The content presents comprehensive descriptions of the skills, knowledge, and the competencies that childcare professionals need to support learning and professional development. The training content also reflects cultural diversity and inclusion, including children with special needs or developmental delays and addresses the enhancement of family engagement.

NOTE: For the purpose of this training, the knowledge and competency framework is based on the state of Nevada. Each state has its own guidelines of knowledge and competency areas/framework.

Knowledge and Competency Framework

Table 2.18 Knowledge and Competency Framework

State: Nevada
Core Knowledge Areas
<ul style="list-style-type: none"><input type="checkbox"/> Core Knowledge Area 1 - Human Growth and Development<input type="checkbox"/> Core Knowledge Area 2 - Positive Interaction and Guidance<input type="checkbox"/> Core Knowledge Area 3 - Observation and Assessment<input type="checkbox"/> Core Knowledge Area 4 - Environment & Curriculum<input type="checkbox"/> Core Knowledge Area 5 - Health, Nutrition and Safety<input type="checkbox"/> Core Knowledge Area 6 - Family & Community Relationships Knowledge and understanding of diverse family structures, and influences, enable Early Care and Education Professionals to positively support and communicate with individual children and families. Building respectful, reciprocal relationships through a shared understanding with families and cultivating meaningful family and community involvement is critical. This includes implementing culturally sensitive practices, knowing about and connecting families to community resources, and keeping abreast of opportunities for appropriate, positive collaborations with other family and community services.<input type="checkbox"/> Core Knowledge Area 7 - Leadership & Professional Development<input type="checkbox"/> Core Knowledge Area 8 - Management and Administration
Developmental Domains
<ul style="list-style-type: none"><input type="checkbox"/> Beginning Competencies<input type="checkbox"/> Intermediate Competencies<input checked="" type="checkbox"/> Advanced Competencies<ol style="list-style-type: none">1. Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program.2. Develops and implements policies and practices for confidentiality of individual children and families by staff and volunteers.3. Articulates, analyzes, evaluates and applies current theory and research on issues related to diversity.4. Develops and implements policies and practices which ensure respect and acceptance of diverse families and situations.5. Builds partnerships with community agencies and representatives.6. Advocates for needed services and resources for families.

Exercise 2.18 Knowledge and Competency Framework

Identify the Knowledge and Competency areas from your selected state.

Table 2.18 Knowledge and Competency Framework

State:
Core Knowledge Areas
<input type="checkbox"/> Core Knowledge Area 1 - Human Growth and Development <input type="checkbox"/> Core Knowledge Area 2 - Positive Interaction and Guidance <input type="checkbox"/> Core Knowledge Area 3 - Observation and Assessment <input type="checkbox"/> Core Knowledge Area 4 - Environment & Curriculum <input type="checkbox"/> Core Knowledge Area 5 - Health, Nutrition and Safety <input type="checkbox"/> Core Knowledge Area 6 - Family & Community Relationships <input type="checkbox"/> Core Knowledge Area 7 - Leadership & Professional Development <input type="checkbox"/> Core Knowledge Area 8 - Management and Administration
Developmental Domains
<input type="checkbox"/> Beginning Competencies <input type="checkbox"/> Intermediate Competencies <input type="checkbox"/> Advanced Competencies



Course Description Guidelines



Guidelines for Course Description

Course descriptions are a driving force behind the enrollment decisions our students make. Please keep this in mind when constructing each description, ensuring it is clear, concise, easy-to-read, and conveys how each course will benefit the student.

Course guidelines are as follows:

Course descriptions should be 30 -120 words.

Begin each course description with an active verb

Examples: Explore, Examine, Gain, Learn, Develop, Construct, Apply...

Ensure each description reflects how the reader would benefit from taking the course (i.e., consider the question, “What’s in it for them?”) Omit self-evident content.

Course descriptions should reflect specific topics each course will cover, such as:

- a. In this course...
- b. This instructor-led workshop...
- c. This class provides an overview of...
- d. Participants learn about...
- e. At the end of this course...

Avoid using pronouns like “we” and “you” when writing courses descriptions and always write in the present tense.

Example:

INCORRECT: In this course, you will learn the fundamentals of human resources management.

CORRECT: Learn the fundamental concepts and techniques on enhancing parental involvement within the school community. (Refrain from posing questions or repeating the exact title of the course as the first sentence of any description.)

Example of Modified Course Description

Learn the fundamental concepts and techniques on enhancing parental involvement within the school community. Effective child care providers engage families in meaningful-making opportunities; such as planning curriculum, evaluating planning, and program transitions. In addition, learn strategies on encouraging and providing support for family participation in community events.

Course Description

Trainer: Theresa Vadala, Ed.D.

Content Area: Family and Community Relationships

CKA6-D Building Stronger Relationships: Parental Involvement & Family Engagement

3 Clock Hours, Online Course

Level of Experience: Beginning Intermediate Advanced

Learn the fundamental concepts and techniques on enhancing parental involvement within the school community. Identify methods and techniques to address the dynamics of parents and managing generational differences within the school community, apply strategies to embrace students, parents and families from diverse backgrounds, and recognize features of effective communication to keep parents engaged.

Prerequisite/s:

The target audience for this course is child care providers and administrators.

Course Materials: Self-Study Guide

Type of Training

- Online Content Courses
- Self-Paced Online
- Webinar
- Other

Course Type

Clock/Contact Hours

- 2 contact/clock hours
- 3 contact/clock hours

CEU's (if applicable)

- 1 CEU = 10 contact/clock hours
- 2 contact/clock hours = 0.2 CEUs
- 3 contact/clock hours = 0.3 CEUs

Training Target Audience

- Teachers
- Parents
- Administration
- Trainers
- Other

Target Ages Addresses

- Infants/Toddlers
- Preschool
- School-Age
- Adults
- Parents
- Other

Course Materials

- Text
 - Self-Study Guide
 - Other
-

Level of Experience:

- Beginning
- Intermediate
- Advanced

Owner of the Training Curriculum

- Private/Trainers: Theresa Vadala, Ed.D.
- Organization: Child Care Training Consultants, LLC
- Public Domain (State Federal)
- Publisher (Please Specify)
- Other (Please Specify)

Exercise 2.19 Course Description Template

Trainer:

Content Area:

___ Clock Hours Online Onsite Course

Level of Experience: Beginning Intermediate Advanced

Begin with an action verb. The course description is made up of these items:

The Title – Simple, Catchy

Logistics - Teacher's Name, class, location, day, length, cost, material fees, course number

Course Description –Interesting, factual, and solid course information

Course Description (30-120 words) Use back side of paper or additional sheet of paper if needed.

Prerequisite/s:

The target audience for this course is _____.

Type of Training

- Online Content Courses
- Self-Paced Online
- Webinar
- Other

Clock/Contact Hours

- 2 contact/clock hours
- 3 contact/clock hours

CEU's (if applicable)

- 1 CEU = 10 contact/clock hours
- 2 contact/clock hours = 0.2 CEUs
- 3 contact/clock hours = 0.3 CEUs

Training Target Audience

- Teachers
- Parents
- Administration
- Trainers
- Other

Target Ages Addresses

- Infants/Toddlers
- Preschool
- School-Age
- Adults
- Parents
- Other

Course Materials

- Text
 - Self-Study Guide
 - Other
- _____

Owner of the Training Curriculum

- Private/Trainers:
- Organization:
- Public Domain (State Federal)
- Publisher (Please Specify)
- Other (Please Specify)

Level of Experience:

- Beginning
- Intermediate
- Advanced

Outline of Training Content

Table 2.20 Training Outline

Training Content	Training Methods	Time Frame (3 Hours)
I. Parental Involvement		(0.45 minutes)
a. Dynamics of Parents	Exercise 1.1 Identify the dynamics of parents and list their first name on the chart in the handout. List methods to address and engage parents on how to become involved in school activities and involved with their children.	0.25
b. Benefits and Methods to Engage Parents	Exercise 1.2 List 5 factors that affect schools based on reading/lecture notes.	0.05
c. Understanding Generational Differences	Exercise 1.3 Write a 3-5 Sentence Paragraph on Generational Differences.	0.15
II. Understanding and Embracing Students, Parents, and Families from Diverse Backgrounds.		(0.45 minutes)
a. Understanding Diversity Differences	Exercise 2.4 List 5 Clarifying Questions to use with your students. Exercise 2.5 List 5 Probing Questions to use with your students.	0.15 0.15
b. Clarifying Questions	Exercise 2.6 Do this activity in a group or in the classroom with students. Clarifying and Probing Questions.	0.15
c. Probing Questions		
III. Parent Communication		(0.60 minutes)
a. Effective Communication Strategies	Exercise 3.7 Create a sketch of a Parent Communication Board with a minimum of 5 elements to use in the classroom.	0.30
b. Parent Communication Board	Exercise 3.8 Develop an effective 10-question parent survey to obtain parent needs and interests with survey.monkey.	0.30
c. Asking the Right Questions: Parent Survey		
Reflection/Overview Quiz Evaluation	Overview/Reflection/Questions	(0.30 minutes)

Exercise 2.20 Training Outline Template

Table 2.20 Training Outline

Training Content <i>(What is your topic outline?)</i> <i>(Review Mind-Mapping Template)</i>	Training Methods <i>(How will you deliver the training?)</i> <i>(Exercises, activities, reading assignment, etc.)</i>	Time Frame (__ Hours)

SECTION 3

Development: Phase 3

(Exercises 3.1)

Training Technology



Development: Phase 3



Phase 3: Development

The development phase is where the developers create, and assemble, the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. Testers perform debugging procedures. The project is reviewed, and revised, according to any feedback given.

Training Techniques

Visual

- Video/Slides
- Readings
- Demonstrations
- Other _____

Auditory

- Lectures
- Brainstorms
- Audio
- Other _____

Tactile

- Role Plays
- Simulations
- Writing/Note taking
- Other _____

Training Methods

- Questions
- Reading
- Written Exercise
- Discussion Board
- Case Study
- Written Report
- Illustrate
- Demonstration
- Student Presentations
- Evaluate
- Chat Rooms
- Other _____

Operating System Requirements

- PC/Windows
- MAC
- IPAD

Computer Literacy Skills

- Spreadsheets
- PowerPoint
- Email
- Web and Social Skills
- Writing Skills
- Other

Training Materials

- Website
- Power Point
- Flip Chart
- Handouts
- Manipulatives
- Training Evaluation
- Video Clips
- Other _____

Language

- English
- Spanish
- Other _____

Exercise 3.1 Training Technology Template

Mark all areas of training technology, materials, and methods used for training.

Training Techniques

Visual

- Video/Slides
- Readings
- Demonstrations
- Other _____

Auditory

- Lectures
- Brainstorms
- Audio
- Other _____

Tactile

- Role Plays
- Simulations
- Writing/Note taking
- Other _____

Training Methods

- Questions
- Reading
- Written Exercise
- Discussion Board
- Case Study
- Written Report
- Illustrate
- Demonstration
- Student Presentations
- Evaluate
- Chat Rooms
- Other _____

Operating System Requirements

- PC/Windows
- MAC
- IPAD

Computer Literacy Skills

- Spreadsheets
- PowerPoint
- Email
- Web and Social Skills
- Writing Skills
- Other

Training Materials

- Website
- Power Point
- Flip Chart
- Handouts
- Manipulatives
- Training Evaluation
- Video Clips
- Other _____

Language

- English
- Spanish
- Other _____

SECTION 4

Implement: Phase 4
(Exercises 4.1)

Training Implementation
Contact Information





Implement: Phase 4



Phase 4: Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Preparation of the learners include training them on new tools (software or hardware), and student registration. This is also the phase where the project manager ensures that the books, hands on equipment, tools, CD-ROMs and software are in place, and that the learning application or Web site is functional.

Training Type

- On-Site
- Online
- Self-paced
- Webinar
- Other

Contact Information

Theresa Vadala
 (702)837-2434
childcaretrainingconsultants1@gmail.com
www.childcaretrainingclasses.org

Education and Credentials of Course Content Designer

- Doctoral Degree in Educational Leadership & Curriculum and Instruction Design
- Masters Degree in Curriculum and Instruction Design
- Bachelors of Arts in Child Development
- 30 years+ in Field of Early Childhood Education
- ECE Teacher/Director/Principal
- Master Trainer/Curriculum Designer
- Child Care Training Consultants, LLC/Business Owner

Exercise 4.1 Training Implementation Template

Mark how the training will be implemented. Include your contact information, education, and credentials when required.

Training Type

- On-Site
- Online
- Self-paced
- Webinar
- Other _____

Contact Information

Education and Credentials of Course Content Designer



Contact Information



Child Care Training Consultants, LLC.
Theresa Vadala, Ed. D.



Website: www.childcaretrainingclasses.org



Email: childcaretrainingconsultants1@gmail.com



Business Phone (702) 837-2434



SECTION 5

Evaluation: Phase 5
(Exercises 5.1 - 5.5)

Implementation of Evaluation Plan

Develop an Evaluation Plan

Formative Evaluation Plan

Summative Evaluation Plan

Learner Assessment

Alignment of Activities and Assessment with Objectives

Training Evaluation Method

Online Learner Assessment/Quiz

Training Evaluation





Phase 5

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users.

Kirkpatrick's Training Evaluation Model

Kirkpatrick's Training Evaluation Model is used as part of the Evaluation Phase of the ADDIE Model. This evaluation model helps to objectively analyze the effectiveness, and impact of the training so that you can improve it in the future. The four levels are;

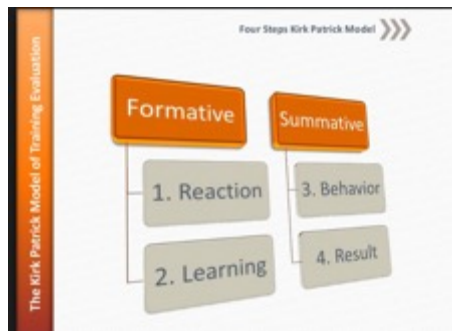
Level 1 – (Reaction) Did the participants react positively to the program?

Level 2 – (Learning) Did the participants learn the skills taught in the program?

Level 3 – (Behavior) Did the participants' behavior on the job change as a result of the program?

Level 4 – (Results) Did the change in behavior affect the organization positively?

The first two levels are formative assessments. The third and fourth levels are summative assessments. For the purpose of this course design, formative evaluations are used. Summative evaluations are long term and typically done in the classroom.



Implement an Evaluation Plan

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about programs, activities, characteristics, and outcomes. The purpose of an evaluation is to make judgments, to improve its' effectiveness, and to inform program stakeholders. Evaluation falls into two broad categories: formative and summative. Every course design should have an evaluation section that varies with the complexity of the training content.

Evaluation Feedback

Evaluation feedback provides information on improving the effectiveness and efficiency of delivery methods, training content, training resources and facilitators and future training events.

Formative Evaluation	Summative Evaluation
<p>The goal of formative assessment is to gather feedback from learners that can be used by the instructor.</p> <p>Formative assessments help instructors guide improvements in the ongoing teaching and learning context.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none">• Asking students to identify the main point of a lecture or reading assignment• Asking students to submit an outline of a paper	<p>The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instruction course/unit.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none">• Assigning a grade to a quiz, test, or final exam• Critique or evaluation of a culminating activity• Course Evaluations

Develop an Evaluation Plan

The following five steps can help you develop an effective evaluation section for your training course content/project.

Step 1: Determine what is to be evaluated. Identify evaluation activities related to each project objective.

Step 2: Determine what type of evaluation is appropriate. Identify the type of evaluation:

- Formative
- Summative

Step 3: Determine who will conduct the evaluation. The project staff or an external evaluator.

Step 4: Establish an evaluation budget (As a general rule, small projects devote 3 – 5%; large, multi-year, complex projects devote up to 10%.)

Step 5: Describe the products of the evaluation: At a minimum, it is part of the final project report.

The Importance of Evaluations

Evaluations help to draw conclusions about five main aspects of an intervention. Evaluation is making a judgment amount, number or value, or something. Evaluations help to draw conclusions about five main aspects of the intervention.

- Relevance - Is it important to the matter at hand.
- Effectiveness - The degree to which something is successful.
- Efficiency - The state of being efficient.
- Impact - To have a strong effect on someone or something.
- Sustainability - Endurance of systems or processes.

Information gathered in relation to these aspects during the evaluation process provides the basis for the evaluative analysis.

Formative Evaluation Plan

Formative evaluations are conducted during the program development and implementation. Formative evaluations are used to check students' progress and help teachers and students consider additional learning opportunities. Types of formative assessment include informal observation, worksheets, pop quizzes, journals, and diagnostic tests that enable the teacher to assess how students are performing and how well the particular lesson plan is working.

Check types of formative evaluations you will use for your training.

Table 5.1 Formative Evaluation

Types of Formative Evaluations	
<input type="checkbox"/> Observations	Other
<input type="checkbox"/> Anecdotal Records	_____
<input type="checkbox"/> Questioning	_____
<input type="checkbox"/> Discussion	_____
<input type="checkbox"/> Journals	_____
<input type="checkbox"/> Graphic Organizers	_____
<input type="checkbox"/> Individual White Boards	_____
<input type="checkbox"/> Presentations	_____
<input type="checkbox"/> Self-assessments	_____
<input type="checkbox"/> Observations During in Class Activities	_____
<input type="checkbox"/> Short Test and Quizzes	_____
<input type="checkbox"/> Homework Exercises	_____
<input type="checkbox"/> Skills Assessments	_____
<input type="checkbox"/> Observation of Performance	_____
<input type="checkbox"/> Assignments	_____
<input type="checkbox"/> Projects	_____
<input type="checkbox"/> Review	_____
<input type="checkbox"/> Games	_____
<input type="checkbox"/> Reflection	_____

Exercise 5.1 Formative Evaluations

Select the types of summative evaluation you will use for your training.

Table 5.1 Formative Evaluation

Types of Formative Evaluations	
<input type="checkbox"/> Observations	Other
<input type="checkbox"/> Anecdotal Records	_____
<input type="checkbox"/> Questioning	_____
<input type="checkbox"/> Discussion	_____
<input type="checkbox"/> Journals	_____
<input type="checkbox"/> Graphic Organizers	_____
<input type="checkbox"/> Individual White Boards	_____
<input type="checkbox"/> Presentations	_____
<input type="checkbox"/> Self-assessments	_____
<input type="checkbox"/> Observations During in Class Activities	_____
<input type="checkbox"/> Short Test and Quizzes	_____
<input type="checkbox"/> Homework Exercises	_____
<input type="checkbox"/> Skills Assessments	_____
<input type="checkbox"/> Observation of Performance	_____
<input type="checkbox"/> Assignments	_____
<input type="checkbox"/> Projects	_____
<input type="checkbox"/> Review	_____
<input type="checkbox"/> Games	_____
<input type="checkbox"/> Reflection	_____

Summative Evaluation Plan

Summative assessments are to evaluate student learning at the end of an instructional unit. Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Write a list of additional summative evaluations.

Check types of summative evaluations you will use for your training.

Table 5.2 Assessments

Types of Summative Evaluations	
<input type="checkbox"/> Rubrics <input type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Observations <input type="checkbox"/> Project-Based Learning <input type="checkbox"/> Student Work <input type="checkbox"/> Certificate of Completion <input type="checkbox"/> Clock Hours <input type="checkbox"/> CEU's <input type="checkbox"/> State Mandated Assessments <input type="checkbox"/> District Benchmark or Interim Assessments <input type="checkbox"/> End-of-Unit or Chapter Tests <input type="checkbox"/> End-of-Term or Semester Exams <input type="checkbox"/> Scores that are Used for Accountability for Schools and Students (Report Card Grades)	Other <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Exercise 5.2 Summative Evaluation Plan

Select types of summative evaluations you will use for your training.

Table 5.2 Summative Evaluation

Types of Summative Evaluations	
<input type="checkbox"/> Rubrics <input type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Observations <input type="checkbox"/> Project-Based Learning <input type="checkbox"/> Student Work <input type="checkbox"/> Certificate of Completion <input type="checkbox"/> Clock Hours <input type="checkbox"/> CEU's <input type="checkbox"/> State Mandated Assessments <input type="checkbox"/> District Benchmark or Interim Assessments <input type="checkbox"/> End-of-Unit or Chapter Tests <input type="checkbox"/> End-of-Term or Semester Exams <input type="checkbox"/> Scores that are Used for Accountability for Schools and Students (Report Card Grades)	<p style="margin-top: 0;">Other</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>

Learner Assessment

Online Assessment

An online assessment is given after each respective course consisting of a 20-25 question assessment/quiz at the end of the course. Learner must receive a 70%, or higher, to receive a Certificate of Completion. If the student fails, random questions will generate from a *question bank* that is a mix of new and repeated questions in a random order. If a question is wrong, at the end of the test, the missed questions provide an explanation of the correct answer.

Certificate of Completion

Online Classes

After successful completion of the quiz, learner can go to:

www.childcaretrainingclasses.org and log into their account. Under the “My Completed Course” tab certificates are available to view and print.

Face-to-Face Assessment

Reflection

Questions/Answers Session

Observation

Discussions

Certificate of Completion

Face-to-Face Classes

Learners will receive their Certificate of Completion at the end of the class.

Aligning Activities and Assessments with Objectives

Table 5.3 Assessment

Training Goal	Objectives (Observable Behaviors)	Activities	Assessments
<p>The goal of this training is to build stronger relationships with parents and families by providing participants with the tools necessary to engage parents.</p>	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify methods and techniques to address the dynamics of parents and managing generational differences within the school community. 2. Apply strategies to embrace students, parents, and families from diverse backgrounds. 3. Recognize features of effective communication to keep parents engaged. 	<p>Exercise 1.1 Identify the dynamics of parents and list their first name on the chart in the self-study guide. List methods to address, and engage, parents on how to become involved in school activities and involved with their children.</p> <p>Exercise 1.2 List 5 factors that affect schools based on reading/lecture notes.</p> <p>Exercise 1.3 Write a 3-5 Sentence Paragraph on Generational Differences.</p> <p>Exercise 2.4 List 5 Clarifying Questions to use with your students.</p> <p>Exercise 2.5 List 5 Probing Questions to use with your students.</p> <p>Exercise 2.6 Do this activity in a group or in the classroom with students. Clarifying and Probing Questions.</p> <p>Exercise 3.7 Create a sketch of a Parent Communication Board with a minimum of 5 elements to use in the classroom</p> <p>Exercise 3.8 Develop an effective 10-question parent survey to gain parent needs and interests with survey.monkey.</p>	<p>Paraphrase, Writing in Own Words, Summarize Quiz, Multiple Choice Questions</p> <p>Lecture, Questions, Writing, List, Chart</p> <p>Perform a Task</p> <p>Lecture, Illustrate, Paraphrase, Writing</p> <p>Design a Parent Communication Board</p> <p>Design a Parent Survey</p>

Exercise 5.3 Assessment Template

List methods on how you will assess students. What is your training goal? Do the activities align with the objectives? Do the methods of assessment align with the objectives?

Table 5.3 Assessment

How will you assess students?			
Training Goal/s	Objectives (Observable Behaviors)	Activities	Assessments

Training Evaluation Method

Online Assessment

Online learners are provided with a training evaluation via email at the end of their training session.

Face-to-Face Learners

Learners are provided with a training evaluation at the end of the training session.

Program Evaluation

Online Assessment

Online learners are provided via email with a training evaluation at the end of their training session.

On-site Learners

Learners are provided with a training evaluation at the end of the training session.

Online Learner Assessment/Quiz

20-25 Randomized Questions for Quiz	
1. Drop-off and pick-up time is not the time to build relationships with parents. T or F	
2. The more diversity there is in a school community the less differences we find among families. T or F	
3. Students generally spend 75% of learn1. Parental Involvement is mainly listening to parents' ideas. T or F	
4. Parental Involvement taps into parents' expertise and builds personal support for leadership. T or F	
5. Methods parental involvement helps boost student achievement consist of the school community: a. Contacting parents regularly. b. Holding social events. c. Showing personal interests in families. d. All of the above.	
6. Creating positive contact with parents may consist of: a. Explaining instructional decisions are not important. b. Offering parents resources and communicating in various forms.	
7. Barriers may include insufficient training for teachers and child constraints. T or F	
8. According to the reading provided on parent involvement, the first step to overcome barriers is to identify them. T or F	
9. Goals of family engagement help prepare students to graduate from high school and attend college. T or F	
10. Methods to increase knowledge on cultural diversity involve little to no open communication with parents. T or F	
11. Factors that affect parent involvement include: a. The school atmosphere. b. Cultural responsive curriculum. c. Accommodating students' similarities and differences. d. All of the above	
12. Using clarification statements with students provide opportunities for teachers to hear student's concerns. T or F	
13. Inclusion requires deliberate strategies that move beyond students' physical presence in the classroom. T or F	92
14. Probing questions help teachers think more deeply about current issues. T or F	

Online Learner Assessment/Quiz

20-25 Randomized Questions for Quiz
15. It is not important for teachers to be aware of their own cultural awareness, just students and families. T or F
16. Inclusion only refers to students' attendance in the classroom. T or F
17. Effective parent communication strategies include curriculum and open house. T or F
18. Parent communication must include only one method of communication to be effective. T or F
19 The process in which the reviewer provides feedback and the sender is receptive to the feedback is called two-way communication. T or F
20. Generation X parents expect to communicate instantly with teachers. T or F
21. Family engagement makes a positive impact on children's brain development and language acquisition. T or F
22. Three methods to address the dynamics of parents, students, and family from diverse backgrounds in the school community include: <ul style="list-style-type: none">a. Showing parents the school vision.b. Doing a quick walk-through a classroom.c. Inviting parents to school events.d. All of the above.
23. Two primary features of effective communication include: <ul style="list-style-type: none">a. Seek to develop cooperative partnershipsb. Never communicate behavioral concernsc. Develop collaborative solutionsd. A & Be. A & C

Training Evaluation (Based on Kirkpatrick's Evaluation Model)

Level 1 – (Reaction) Did the participants react positively to the program?

Evaluation Type	Evaluation Description	Examples of statements to use for creating a training evaluation
<p>Level 1 REACTION</p> <p>Participant perceptions of:</p> <ul style="list-style-type: none"> •Satisfaction •Usefulness •Motivation 	<p>Reaction evaluation describes how the learner felt, and their personal reactions to the training or learning experience.</p> <p>For Example:</p> <ul style="list-style-type: none"> •Did the trainees like and enjoy the training? •Did they consider the training relevant? •Was it a good use of their time? •Did they like the venue, the style, timing, domestics, etc.? •Level of participation •Ease and comfort of experience •Level of effort required to make the most of the learning •Perceived practicability and potential for applying the learning 	<p>The facilitator was...</p> <p>The faculty...</p> <p>The exercises were...</p> <p>The materials were...</p> <p>The course content was...</p> <p>How did participants perceive the practicability and potential for application of the learning?</p> <p>The stated learning objectives for this training were clearly addressed.</p> <p>The training contributes to my educational, professional, and/or personal development.</p> <p>The training assessment/s fairly tested the stated learning objectives.</p> <p>The instructor provided feedback on the mastery of the learning outcomes.</p> <p>By taking this course I obtained new and advanced skills.</p> <p>Teaching methods were appropriate for subject matter.</p>

Training Evaluation (Based on Kirkpatrick's Evaluation Model)

Level 2 – (Learning) Did the participants learn the skills taught in the program?

Evaluation Type	Evaluation Description	Examples of statements to use for creating a training evaluation
<p>Level 2 LEARNING</p> <p>Acquisition of:</p> <ul style="list-style-type: none"> • Knowledge • Skills • Attitudes 	<p>Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience:</p> <ul style="list-style-type: none"> • Did the trainees learn what was intended to be taught? • Did the trainee experience what was intended for them to experience? • What is the extent of advancement or change in the trainees after the training, in the direction or area that was intended? 	<p>The training content was well organized.</p> <p>The trainer was knowledgeable in the training content.</p> <p>Resources such as visual aids, handouts, and articles were relevant to the subject matter.</p> <p>The content was appropriate for intended audience.</p> <p>The content was consistent with stated objectives.</p>

Training Evaluation (Based on Kirkpatrick's Evaluation Model)

Level 3 – (Behavior) Did the participants' behavior on the job change as a result of the program?

Evaluation Type	Evaluation Description	Examples of statements to use for creating a training evaluation
<p>Level 3 BEHAVIOR</p> <p>Real life transfer of:</p> <ul style="list-style-type: none"> • Knowledge • Skills • Attitudes • Problem-solving <p>(This level starts 3-6 months after training)</p>	<p>Behavior evaluation is the extent to which the trainees applied the learning and changed their behavior, and this can be immediately and several months after the training, depending on the situation:</p> <ul style="list-style-type: none"> • Did the trainees put their learning into effect when back on the job? • Was the change in behavior and new level of knowledge sustained? • Would the trainee be able to transfer their learning to another person? • is the trainee aware of their change in behavior, knowledge, skill level? • Did the trainees put their learning into effect when back on the job? • Would the trainee be able to transfer their learning in their daily work experiences? 	<p>The training included an overview and reinforcement activities.</p> <p>The activities provided can be used in daily teaching experiences.</p> <p>I am able to transfer learning from this training into everyday classroom teaching experiences.</p> <p>Information could be applied to practice.</p> <p>Information could contribute to achieving personal goals.</p>

Training Evaluation (Based on Kirkpatrick's Evaluation Model)

Level 4 – (Results) Did the change in behavior affect the organization positively?

Evaluation Type	Evaluation Description	Examples of statements to use for creating a training evaluation
<p>Level 4 RESULTS</p> <p>Real world outcomes</p>	<p>Results evaluation is the effect on the learner or environment resulting from the improved performance of the trainee.</p> <p>Of all the levels, measuring the final results of the training is likely to be the most costly and time consuming.</p> <p>The biggest challenges are identifying which outcomes, benefits, or final results are most closely linked to the training, and coming up with an effective way to measure these outcomes over the long term.</p>	<p>The training content increased my knowledge on the subject matter.</p> <p>My improved knowledge on Parental Involvement activities allows me to incorporate the training content into daily teaching practices.</p> <p>My improved knowledge on cultural diversity and inclusion activities allows me to incorporate the training content into daily teaching practices.</p>

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TRAINING EVALUATION

Name of Training: _____ Date: _____

Feedback is one of the best ways for trainers to determine what is working well with training content and to identify areas where professional growth may be needed. Please take a few minutes to share your thoughts about this training.

Please check "✓" how much you agree with each statement about the training.

	Statements	Strongly Disagree (Poor)	Disagree (Fair)	Neither Disagree or Agree	Agree (Good)	Strongly Agree (Excellent)	N/A
Reaction	1. The stated learning objectives for this training were clearly addressed.						
	2. The training contributes to my educational, professional, and/or personal development.						
	3. The training assessment/s fairly tested the stated learning objectives.						
	4. The Instructor provided feedback on the mastery of the learning outcomes.						
	5. By taking this course I obtained new and advanced skills.						
Learning	6. The training content was well organized.						
	7. The trainer was knowledgeable in the training content.						
	8. Resources such as visual aids, handouts, and articles were relevant to the subject matter.						
Behavior	9. The training included an overview of the training and reinforcement activities.						
	10. The activities provided can be used in daily teaching experiences.						
	11. I am able to transfer learning from this training into everyday classroom teaching experiences.						
Results	12. The training content increases my knowledge on the subject matter.						
	13. My improved knowledge on Parental Involvement activities allows me to incorporate the training content into daily teaching practices.						
	14. My improved knowledge on cultural diversity and inclusion activities allows me to incorporate the training content into daily teaching practices.						

COMMENTS/How can this training be improved?

List topics of interests for future trainings.

Exercise 5.4 Training Evaluation Template

Name of Training: _____ Date: _____

Feedback is one of the best ways for trainers to determine what is working well with training content and to identify areas where professional growth may be needed. Please take a few minutes to share your thoughts about this training.

Please check "✓" how much you agree with each statement about the training.

	Statements	Strongly Disagree (Poor)	Disagree (Fair)	Neither Disagree or Agree	Agree (Good)	Strongly Agree (Excellent)	N/A
Reaction							
Learning							
Behavior							
Results							

COMMENTS/How can this training be improved?

List topics of interests for future trainings.

SECTION 6

Action Plan
(Exercise 6.1)





An action plan is a way to make sure your organization's vision is made concrete. It describes the way your group will use its strategies to meet its objectives. An action plan consists of a number of action steps, or changes, to be brought about in your community.

What is an Action Plan?

Each action, step, or change to be sought should include the following information:

- What actions, or changes will occur?
- Who will carry out these changes?
- When will they take place, and for how long?
- What resources (i.e., money, staff) are needed to carry out these changes?
- Communication (who should know what?)

Why Develop an Action Plan?

There are many reasons to work out the details of an organization's work in an action plan, including:

- To lend credibility to your organization.
- An action plan shows members of the community that your organization is well ordered and dedicated to getting things done.
- To understand what is and isn't possible for your organization to do.
- For efficiency - To save time, energy, and resources in the long run.
- For accountability - To increase the chances that people will do what needs to be done.

Communicating the Action Plan

Regular phone calls from staff members or dedicated volunteers asking others how they are doing with their tasks.

- This should be a supportive call, not a "are you doing what you're supposed to" call
- A friendly call gives the member the sense that s/he is a very important part of the group
- Distribute the action plan in writing to all members, with names attached to specific tasks
- Ensure timelines (with due dates) are complete, clear, and current
- At regular group meetings, such as committee meetings or board meetings, ask members to report on accomplishing the tasks they have set out to do
- Celebrate the accomplishment of tasks

Action Plan

Use Evaluation Comments to Develop Action Plan

Table 6.1 Action Plan

Action Plan Child Care Training Consultants, LLC			
Training Title: “Building Stronger Relationships: Parental Involvement & Family Engagement” Prepared by: <u>Terry Vadala</u> Date/Period: <u>Summer 2017</u>			
Objectives	Tasks	Stakeholders	Timeframe
The trainer will : •Add audio to online courses to accommodate ALL learning styles and learners •Translate training content to Spanish •Add more questions to the question bank •Upload/email evaluation forms	Send training content to contractor to add audio Send training content to contractor to translate to Spanish Review training and create more questions based on the objectives Collect users email addresses from system and email evaluations	Supervisor Contractor Supervisor Contractor Supervisor Contractor Supervisor	12/01/2017 12/01/2017 12/01/2017 12/01/2017

Reviewed by: _____

Date/Period: _____

Exercise 6.1 Action Plan Template

Table 6.1 Action Plan

Training Title:			
Prepared by:			
Date/Period:			
Objectives (What are your objectives to get the task completed?)	Tasks (What needs to be done?)	Stakeholders (Who is responsible?)	Timeframe (How long?)

Reviewed by: _____

Date/Period: _____

SECTION 7

References
(Exercise 7.1)





Section 7: References



When you are writing an essay, report, training, dissertation or any other form of academic writing, your own thoughts, and ideas, inevitably build on those of other writers, researchers or teachers. It is essential that you acknowledge your debt to the sources of data, research and ideas on which you have drawn by including references to, and full details of, these sources in your work. Referencing your work allows the reader:

- to distinguish your own ideas and findings from those you have drawn from the work of others;
- to follow up in more detail the ideas, or facts, that you have referred.

When to Use References

Your source should be acknowledged every time the point that you make, or the data or other information that you use, is substantially that of another writer, and not your own. As a very rough guide, while the introduction and the conclusions to your writing might be largely based on your own ideas within the main body of your training, you would expect to be drawing on, and thus referencing your debt to, the work of others in each main section or paragraph.

Avoid Plagiarism

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own;
- to use (another's production) without crediting the source;
- to commit literary theft;
- to present as new and original an idea, or product, derived from an existing source.

Citation Styles

Citation styles sometimes depends on the academic discipline involved.

For example:

- APA (American Psychological Association) is used by Education, Psychology, and Sciences;
- MLA (Modern Language Association) style is used by the Humanities;
- Chicago/Turabian style is generally used by Business, History, and the Fine Arts.

The most common citations styles are MLA and APA.

Try the Purdue online writing lab at owl.english.purdue.edu



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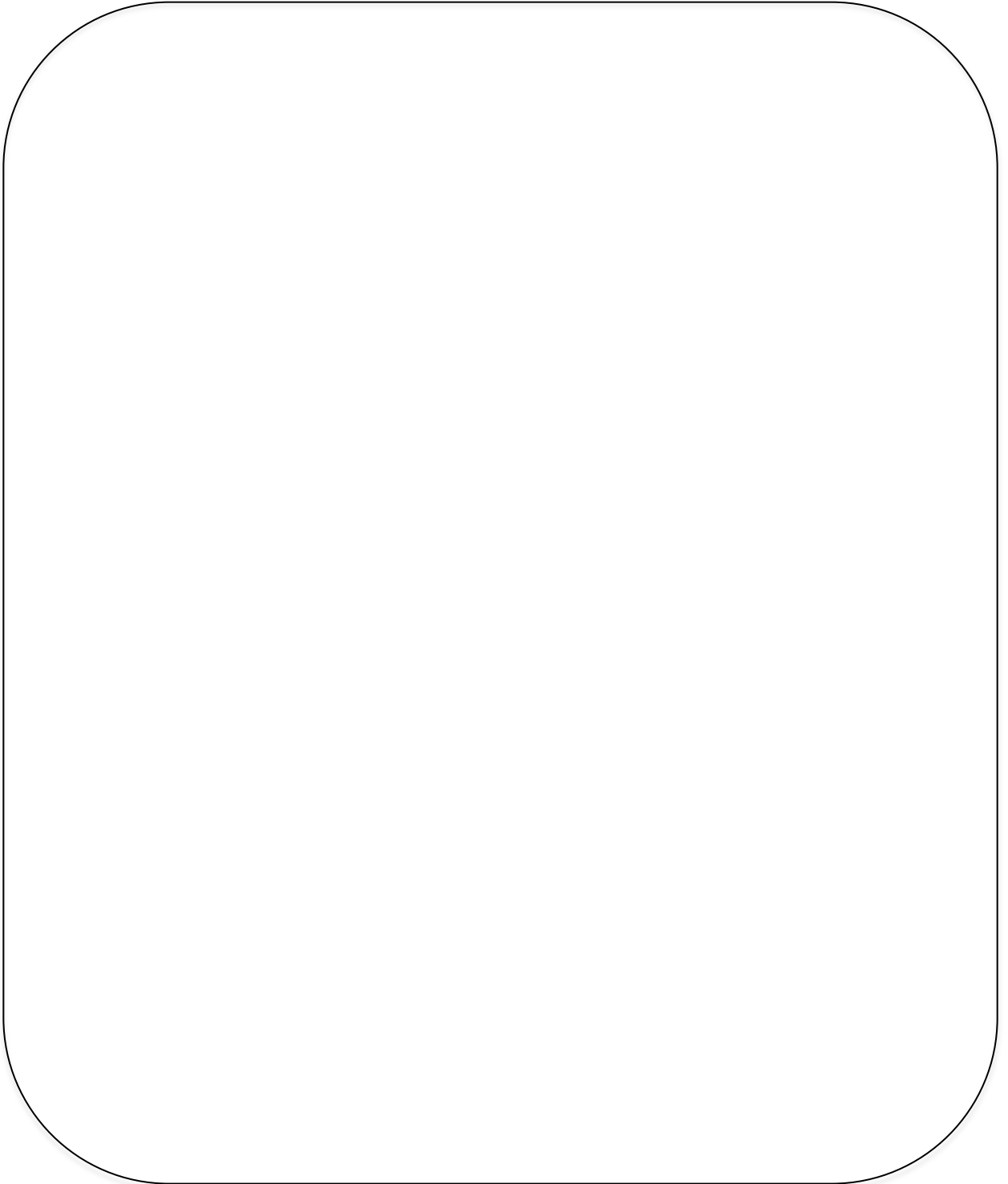
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Exercise 7.1 Reference Template

Use an APA citation generator to cite references. Alphabetize references.

A large, empty rounded rectangular box with a thin black border, intended for students to write their references. The box is centered on the page and occupies most of the lower half of the document.

SECTION 8

Glossary of Terms
(Exercises 8.1)





Section 8: Glossary of Terms



Include a glossary of terms at the back of your training to explain or define any unusual words and expressions used in the training content.

Baby Boomers - Baby boomers are the demographic group born during the post–World War II baby boom, approximately between the years 1946 and 1964. This includes people who are between 53 and 71 years old in 2017, according to the U.S. Census Bureau.

Clarifying Questions - Clarifying Questions are simple questions of fact. They clarify the dilemma and provide the nuts and bolts so that the participants can ask good probing questions and provide useful feedback.

Culture - Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music, and arts.

Diversity -The state or fact of being diverse; difference; unlikeness: ... the inclusion of individuals representing more than one national origin, color, religion, socioeconomic stratum, sexual orientation, etc.

Family Engagement - Family engagement is a family-centered and strengths- based approach to making decisions, setting goals, and achieving desired outcomes for children and families.

Generation X - Generation X, or Gen X, is the demographic cohort following the baby boomers. There are no precise dates for when this cohort starts or ends; demographers and researchers typically use a starting birth year of 1965 and ending birth year of 1980.

Inclusion - The term inclusion captures, in one word, an all-embracing societal ideology. Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms.

Millennial - In the U.S., millennials are the children of baby boomers who were born from 1981 through the year 2000. They are also known as the “Me” Generation.



Glossary of Terms



Parental Involvement - Parental involvement in school is defined as parent reported participation at least once during the school year in attending a general school meeting; attending a scheduled meeting with their child's teacher; attending a school event; or volunteering in the school, or serving on a school committee.

Partnership - A partnership is an arrangement in which two or more individuals share the profits, and liabilities, of a business venture. Various arrangements are possible: all partners might share liabilities and profits equally, or some partners may have limited liability.

Probing Questions - Probing questions are not just about clarifying specific details; instead, these questions dig much deeper than the surface. An effective probing question helps to get a person to talk about their personal opinions and feelings, and promotes critical thinking.

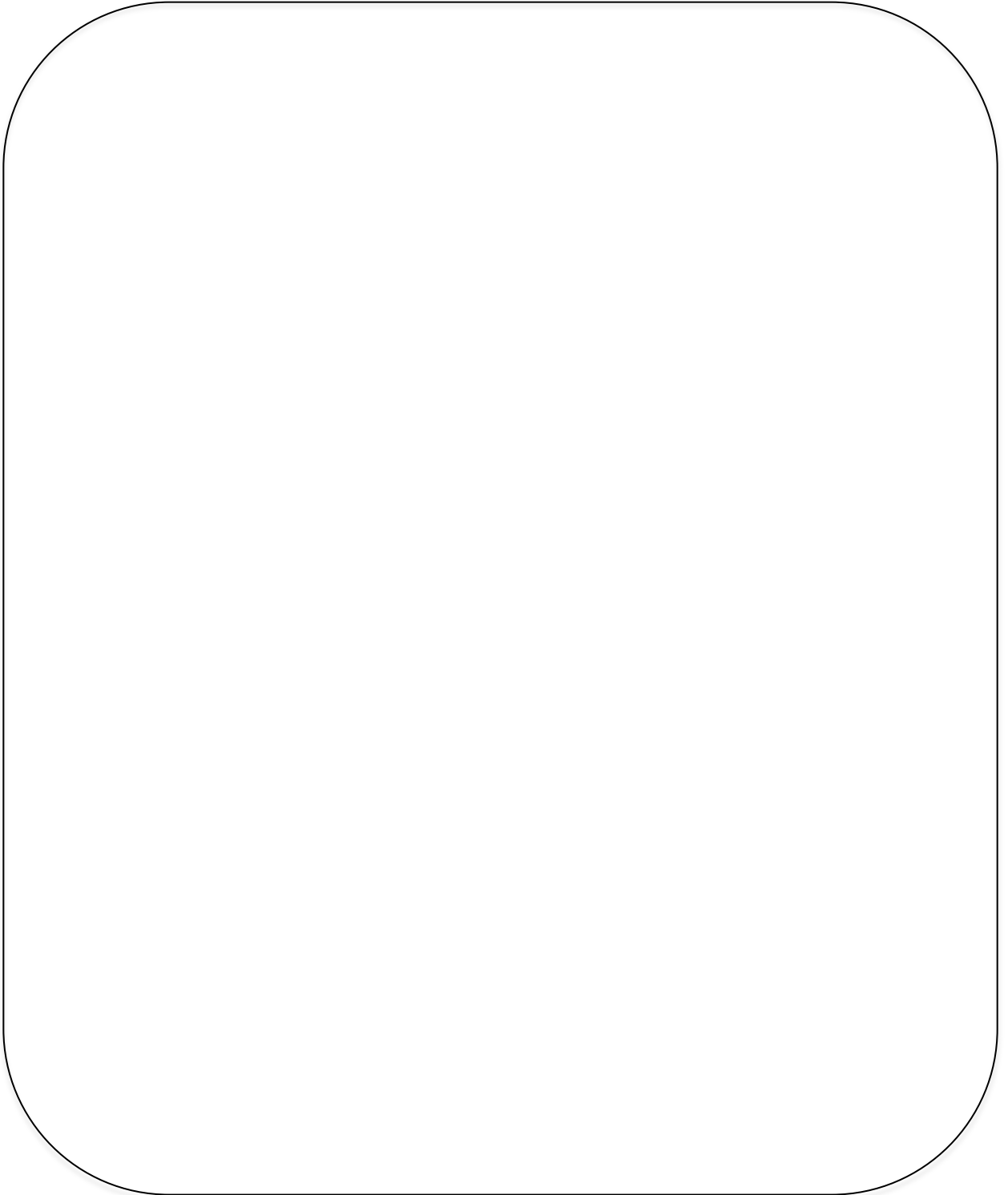
Stereotypes - A stereotype is a preconceived notion, especially about a group of people. Stereotypes are commonly held ideas about specific groups. You most often hear about negative stereotypes, but some are positive.

Student Achievement - Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals, or instructional standards, that educators are required to teach.

Traditionalists - also known as Veterans, the Silent Generation and the Greatest Generation—comprises employees and retirees born between 1922 and 1943 who are continuing to lead and/or contribute to organizations or are re-entering the workforce.

Exercise 8.1 Glossary of Terms

Define uncommonly used words from the training content. Alphabetize list of words with definitions.

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Course Design Glossary of Terms

Action Plan - An action plan is a document that lists what steps must be taken in order to achieve a specific goal.

ADDIE Process - The ADDIE model is the generic **process** traditionally used by instructional designers and training developers. The five phases-Analysis, Design, Development, Implementation, and Evaluation represent a dynamic, flexible guideline for building effective training and performance support tools.

Anecdotal Records - An anecdotal record is an observational method used frequently in classroom or learning settings in which the observer summarizes a single developmental incident after the event has occurred. Written from memory, the anecdotal record documents a student's growth and trends. Such records are intended to be brief, factual accountings.

Core beliefs - A core belief is a belief you hold deep inside. Much like a moral, core beliefs are your centrifuge and lead the direction you take in your life. If you don't know what your core beliefs are, and your life seems in total disarray right now, that could be why.

Core Values - Core values are the fundamental beliefs of a person or organization. The **core** values are the guiding principles that dictate behavior and action.

Evaluation - the making of a judgment about the amount, number, or value of something; assessment:

Formative Evaluation - A formative evaluation (sometimes referred to as internal) is a method for judging the worth of a program while the program activities are forming (in progress). They can be conducted during any phase of the ADDIE process.

Goals - A goal is a desired result that a person or a system envisions, plans and commits to achieve: a personal or organizational desired end-point in some sort of assumed development. Many people endeavor to reach goals within a finite time by setting deadlines.



Course Design Glossary of Terms

Learning objectives - An **instructional objective** is an explanation of what the learner should be able to do at the end of instruction. A **performance objective** is a statement which identifies specific knowledge, skill, or attitude that the learner should gain, and display, as a result of the training or instructional activity.

Mission Statement - A mission statement is a statement of the purpose of a company, organization, or person; its reason for existing; a written declaration of an organization's core purpose, and focus, that normally remains unchanged over time.

Professional Growth Plan (PGP) - A professional growth plan is a document that outlines a professional's goals, strengths, weaknesses, and an action plan for achieving career objectives.

Stakeholders - A person, group or organization that has interest, or concern, in an organization. Stakeholders can affect, or be affected by, the organization's actions, objectives and policies.

Summative Evaluation - Summative assessment (or summative evaluation) refers to the assessment of participants where the focus is on the outcome of a program. This contrasts with formative assessment, which summarizes the participants development at a particular time.

Vision Statement - A formal statement that expresses the aspirations and goals of a company or organization.



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Exercise 1.1 Needs Assessment and Training Topic

Write a brief statement that describes why the specific training course is needed.
(Refer to the findings of the Needs Assessment)

Table 1.1 Needs Assessment Topics

List needs assessment topics	Why is training course needed?

Exercise 1.2 Research Summary

Write a brief summary on research pertaining to your intended topic. Include references for your research.

Table 1.2 Research

Research

Exercise 2.1 Training Course Title

Brainstorm and create 5 or more topic titles for the intended training course. Select one to use for your training course.

Table 2.1 Training Course Title

Training Course Title Examples	
1)	
2)	
3)	
4)	
5)	
Select one title that best defines your training content. Write the selected title here.	

Exercise 2.2 Purpose of the Training Content

The key purpose of any training is to improve effectiveness and productivity. Learning occurs where there is a need, and the need has been accurately identified. People sometimes participate in training that is irrelevant to their interests, their skill sets, or the requirements of their coaching and working environments. When this happens, learning is unlikely to occur. First, decide why it is important to develop a specific training topic. Use the findings of the needs assessment for your State and organization (Is it a State required Training?), and identify student's/learner's interests. Think about the purpose of your training, identify learner's needs, what the ideal attributes of the training topic should be, and begin to brainstorm ideas for your training content.

What is the purpose of the indented training?

Table 2.2 Purpose of the Training

Purpose of the Training
Think about why you are writing the training. What is the purpose of the proposed training?
Write a short paragraph on the purpose of your training:

Exercise 2.3 Writing Goals

Complete the following chart. Write three goals. Think about what you will do to achieve this goal. Why is this goal important?

Table 2.3 Writing Goals

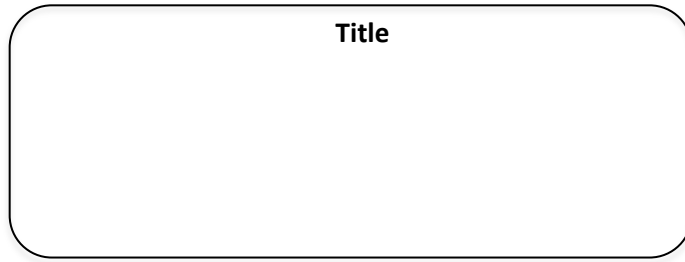
Training Title:		
Goal 1	Goal 2	Goal 3
Select one of the three goals that best suits your training course: Write selected goal here.		
What I will do to achieve this goal?		
Why is this goal important to me?		

Exercise 2.4 Mind Mapping Course Development

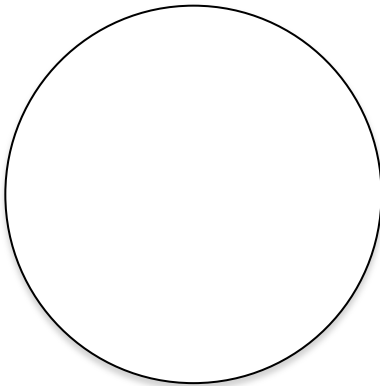
Template

Topic

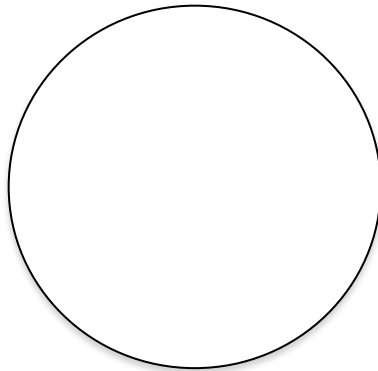
Title



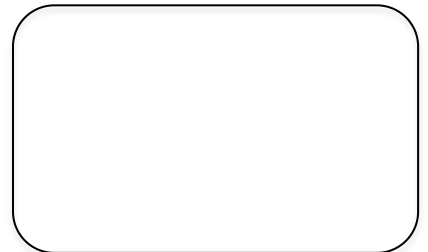
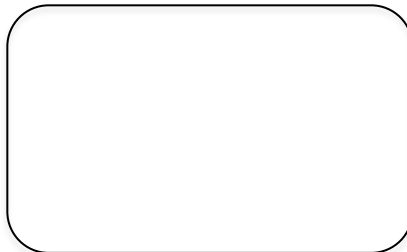
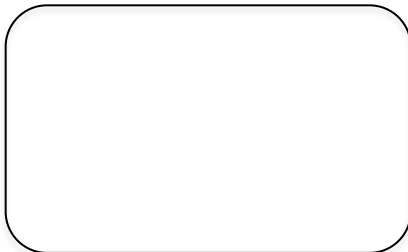
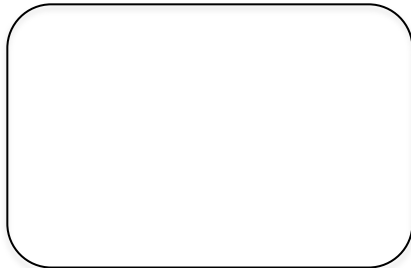
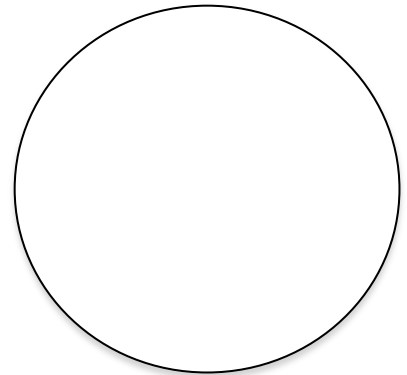
Main Idea



Main Idea



Main Idea



Exercise 2.5 Writing Objectives

Use this template to write your objectives.

1. Use Bloom's Taxonomy list of action verbs for writing objectives.

Writing Objectives		
Performance	What the learner will be doing	The _____ will be able to Who/Name/The Learner _____ What will the learner be doing?
Condition	What the learner /individual will use and how	given _____ What will the learner use? /Tools to _____ Explain how the learner will use
Measure	Provide a time limit and range	Within/by _____ with Time limit _____ Range
The learner/participant will be able to:		

Exercise 2.6 Objective Template

Use this template to write three (3) objectives for your training topic/content.

Objective 1

Objective 2

Objective 3

Exercise 2.7 Mind Mapping Activity Development

Learning objectives should be learner-centric and specify what learners will be able to do on completion of the course. Every training activity must be connected to the learning objectives to ensure the objectives are being achieved.

Main Idea

Main Idea

Main Idea

Objective 1

Objective 2

Objective 3

Activity Ideas

Activity Ideas

Activity Ideas

Exercise 2.8 Training Activities Aligned with Objectives and Topic Template

List topic outline. Align objectives to activities.

Table 2.8 Activities

Topic Outline	Objectives	Activities

Exercise 2.9 Learning Outcomes Aligned with Objectives

List objectives. Align objectives to activities. Learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Table 2.9 Learning Outcomes Aligned with Objectives

Objectives	Activities/Exercises	Learning Outcomes

Exercise 2.10 Learning Outcomes Aligned with Transfer of Learning Strategies

The transfer of learning enables individuals to transfer new skills and knowledge from a learning environment into their habitual daily behaviors in the workplace. List how learners will transfer learning into their work environment.

Table 2.10 Learning Outcomes Aligned with Transfer of Learning Strategies

Objectives	Activities/Exercises	Learning Outcomes	Transfer of Learning Strategies

Exercise 2.11 Adult Learning Principles

The table below shows examples of activities in each of the three domains.

Table 2.11 Adult Learning Principles

COGNITIVE	AFFECTIVE	BEHAVIORAL
Lectures	Values clarification exercises	Role plays
Brainstorms	Nominal group process	Simulations
Discussions	Consensus-seeking activities	Teach backs

Select the Adult Learning Principles that align with the training content.

Adult Learning Principles

Cognitive

- Lectures
- Brainstorms
- Discussions

Affective

- Values Clarification Exercises
- Nominal Group Process
- Consensus-Seeking Activities

Behavioral

- Role Plays
- Simulations
- Teach Backs

Exercise 2.12 Learning Styles

Learning Styles

The three primary learning styles are: visual, auditory, and kinesthetic.

Select learning styles in **ALL** three areas used within your training content and activities.

Table 2.12 Learning Styles

VISUAL	AUDITORY	KINESTHETIC/TACTILE/HAN DS ON
<input type="checkbox"/> Transparencies <input type="checkbox"/> Videos/Slides <input type="checkbox"/> Flip Charts <input type="checkbox"/> Readings <input type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List below)	<input type="checkbox"/> Lectures <input type="checkbox"/> Group Discussions <input type="checkbox"/> Informal Conversations <input type="checkbox"/> Stories and Examples <input type="checkbox"/> Brain storms <input type="checkbox"/> Other (List below)	<input type="checkbox"/> Role plays <input type="checkbox"/> Simulations <input type="checkbox"/> Practice Demonstrations <input type="checkbox"/> Writing/Note Taking <input type="checkbox"/> Team Activities <input type="checkbox"/> Other (List below)

Exercise 2.13 Training Content Alignment to CDA Competency Standards

Child Development Associate (CDA) Competency Standards and Functional Areas

Goal I. To establish and maintain a safe, healthy learning environment

1. Safe
2. Healthy
3. Learning Environment

Goal II. To advance physical and intellectual competence

4. Physical
5. Cognitive
6. Communicative
7. Creative

Goal III. To support social and emotional development and to provide positive guidance

8. Self
9. Social
10. Guidance

Goal IV. To establish positive and productive relationships with families

11. Families

Goal V. To ensure a well-run, purposeful program responsive to participant needs

12. Program Management

Goal VI. To maintain a commitment to professionalism

13. Professionalism

Select Training Content and Align to CDA Competency Standards

CDA Functional Area

- 1 - Safe
- 2 - Healthy
- 3 - Learning Environment
- 4 - Physical
- 5 - Cognitive
- 6 - Communicative
- 7 - Creative
- 8 - Self
- 9 - Social
- 10 - Guidance
- 11 - Families
- 12 - Program Management
- 13 - Professionalism

Exercise 2.14 Training Content Aligned to QRIS Guidelines Template

Align training content to QRIS guidelines. Select the standard/s that pertain to your training content/program.

The content of these standards include requiring programs to:

- Have a written plan of daily learning activities.
- Use a planned or approved developmentally appropriate curricula.
- Align curricula with learning and development guidelines.
- Address multiple developmental domains.
- Use environment rating scales to document developmentally appropriate use of curricula/learning activities.

Exercise 2.15 Training Content Aligned to DAP Guidelines

DAP's 3 Core considerations.

1) Knowing about child development and learning.

Knowing what is typical at each age and stage of early development is crucial. This knowledge, based on research, helps us decide which experiences are best for children's learning and development.

2) Knowing what is individually appropriate.

What we learn about specific children helps us teach and care for each child as an individual. By continually observing children's play and interaction with the physical environment and others, we learn about each child's interests, abilities, and developmental progress.

3) Knowing what is culturally important.

We must make an effort to get to know the children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family.

Select the DAP guidelines that align with the training content.

Developmentally Appropriately Practices (DAP)

- Offer both child initiated and teacher-directed learning experiences.
- Be responsive to children's ideas by offering materials, documentation (samples of their work, photographs, etc.), and thoughtful conversation that builds on their ideas, skills, and knowledge.
- Plan for hands on experiences where children learn by doing.
- Plan enough time for children to explore and fully engage (as well as revisit) their interests.
- Build children's learning by adding activities that challenge children and expand on what they can do.

Exercise 2.16 Training Content to Aligned to ECERS Subscales and Items Template

Align training content to ECERS subscales and items. (Review your ECERS guidebook to locate subscale and items description.)

ECERS Seven subscales:

- Space and Furnishings
- Personal Care Routines
- Language-Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

ECERS (How training incorporates the ECERS)

SUBSCALE:

ITEMS:

Exercise 2.17 Diversity & Inclusion in Course Design

Write a 3-5 sentence paragraph on diversity and inclusion relating to your training content. (Research content based on your training topic/content.)

Table 2.17 Diversity & Inclusion in Course Design

Diversity and Inclusion

Exercise 2.18 Knowledge and Competency Framework

Identify the Knowledge and Competency areas from your selected state.

Table 2.18 Knowledge and Competency Framework

State:
Core Knowledge Areas
<input type="checkbox"/> Core Knowledge Area 1 - Human Growth and Development <input type="checkbox"/> Core Knowledge Area 2 - Positive Interaction and Guidance <input type="checkbox"/> Core Knowledge Area 3 - Observation and Assessment <input type="checkbox"/> Core Knowledge Area 4 - Environment & Curriculum <input type="checkbox"/> Core Knowledge Area 5 - Health, Nutrition and Safety <input type="checkbox"/> Core Knowledge Area 6 - Family & Community Relationships <input type="checkbox"/> Core Knowledge Area 7 - Leadership & Professional Development <input type="checkbox"/> Core Knowledge Area 8 - Management and Administration
Developmental Domains
<input type="checkbox"/> Beginning Competencies <input type="checkbox"/> Intermediate Competencies <input type="checkbox"/> Advanced Competencies

Exercise 2.19 Course Description Template

Trainer:

Content Area:

___ Clock Hours Online Onsite Course

Level of Experience: Beginning Intermediate Advanced

Begin with an action verb. The course description is made up of these items:

The Title – Simple, Catchy

Logistics - Teacher's Name, class, location, day, length, cost, material fees, course number

Course Description –Interesting, factual, and solid course information

Course Description (30-120 words) Use back side of paper or additional sheet of paper if needed.

Prerequisite/s:

The target audience for this course is _____.

Type of Training

- Online Content Courses
- Self-Paced Online
- Webinar
- Other

Clock/Contact Hours

- 2 contact/clock hours
- 3 contact/clock hours

CEU's (if applicable)

- 1 CEU = 10 contact/clock hours
- 2 contact/clock hours = 0.2 CEUs
- 3 contact/clock hours = 0.3 CEUs

Training Target Audience

- Teachers
- Parents
- Administration
- Trainers
- Other

Target Ages Addresses

- Infants/Toddlers
- Preschool
- School-Age
- Adults
- Parents
- Other

Course Materials

- Text
 - Self-Study Guide
 - Other
- _____

Owner of the Training Curriculum

- Private/Trainers:
- Organization:
- Public Domain (State Federal)
- Publisher (Please Specify)
- Other (Please Specify)

Level of Experience:

- Beginning
- Intermediate
- Advanced

Exercise 2.20 Training Outline Template

Table 2.20 Training Outline

Training Content <i>(What is your topic outline?)</i> <i>(Review Mind-Mapping Template)</i>	Training Methods <i>(How will you deliver the training?)</i> <i>(Exercises, activities, reading assignment, etc.)</i>	Time Frame (__ Hours)

Exercise 3.1 Training Technology Template

Mark all areas of training technology, materials, and methods used for training.

Training Techniques

Visual

- Video/Slides
- Readings
- Demonstrations
- Other _____

Auditory

- Lectures
- Brainstorms
- Audio
- Other _____

Tactile

- Role Plays
- Simulations
- Writing/Note taking
- Other _____

Training Methods

- Questions
- Reading
- Written Exercise
- Discussion Board
- Case Study
- Written Report
- Illustrate
- Demonstration
- Student Presentations
- Evaluate
- Chat Rooms
- Other _____

Operating System Requirements

- PC/Windows
- MAC
- IPAD

Computer Literacy Skills

- Spreadsheets
- PowerPoint
- Email
- Web and Social Skills
- Writing Skills
- Other

Training Materials

- Website
- Power Point
- Flip Chart
- Handouts
- Manipulatives
- Training Evaluation
- Video Clips
- Other _____

Language

- English
- Spanish
- Other _____

Exercise 4.1 Training Implementation Template

Mark how the training will be implemented. Include your contact information, education, and credentials when required.

Training Type

- On-Site
- Online
- Self-paced
- Webinar
- Other _____

Contact Information

Education and Credentials of Course Content Designer

Exercise 5.1 Formative Evaluations

Select the types of summative evaluation you will use for your training.

Table 5.1 Formative Evaluation

Types of Formative Evaluations	
<input type="checkbox"/> Observations <input type="checkbox"/> Anecdotal Records <input type="checkbox"/> Questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Journals <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Individual White Boards <input type="checkbox"/> Presentations <input type="checkbox"/> Self-assessments <input type="checkbox"/> Observations During in Class Activities <input type="checkbox"/> Short Test and Quizzes <input type="checkbox"/> Homework Exercises <input type="checkbox"/> Skills Assessments <input type="checkbox"/> Observation of Performance <input type="checkbox"/> Assignments <input type="checkbox"/> Projects <input type="checkbox"/> Review <input type="checkbox"/> Games <input type="checkbox"/> Reflection	Other <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>

Exercise 5.2 Summative Evaluation Plan

Select types of summative evaluations you will use for your training.

Table 5.2 Summative Evaluation

Types of Summative Evaluations	
<input type="checkbox"/> Rubrics <input type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Observations <input type="checkbox"/> Project-Based Learning <input type="checkbox"/> Student Work <input type="checkbox"/> Certificate of Completion <input type="checkbox"/> Clock Hours <input type="checkbox"/> CEU's <input type="checkbox"/> State Mandated Assessments <input type="checkbox"/> District Benchmark or Interim Assessments <input type="checkbox"/> End-of-Unit or Chapter Tests <input type="checkbox"/> End-of-Term or Semester Exams <input type="checkbox"/> Scores that are Used for Accountability for Schools and Students (Report Card Grades)	Other <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>

Exercise 5.3 Assessment Template

List methods on how you will assess students. What is your training goal? Do the activities align with the objectives? Do the methods of assessment align with the objectives?

Table 5.3 Assessment

How will you assess students?			
Training Goal/s	Objectives (Observable Behaviors)	Activities	Assessments

Exercise 5.4 Training Evaluation Template

Name of Training: _____ Date: _____

Feedback is one of the best ways for trainers to determine what is working well with training content and to identify areas where professional growth may be needed. Please take a few minutes to share your thoughts about this training.

Please check "✓" how much you agree with each statement about the training.

	Statements	Strongly Disagree (Poor)	Disagree (Fair)	Neither Disagree or Agree	Agree (Good)	Strongly Agree (Excellent)	N/A
Reaction							
Learning							
Behavior							
Results							

COMMENTS/How can this training be improved?

List topics of interests for future trainings.

Exercise 6.1 Action Plan Template

Table 6.1 Action Plan

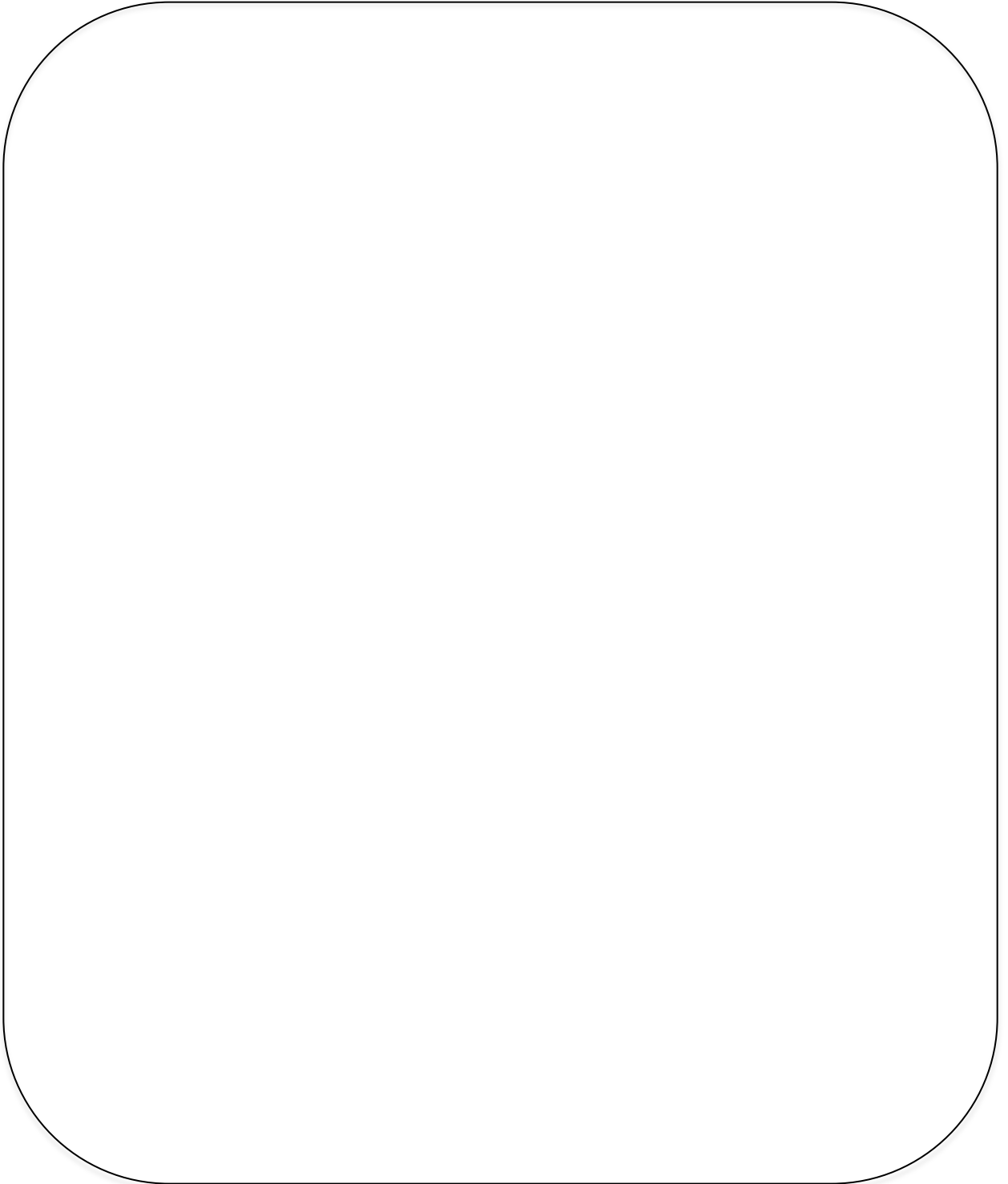
Training Title:			
Prepared by:			
Date/Period:			
Objectives (What are your objectives to get the task completed?)	Tasks (What needs to be done?)	Stakeholders (Who is responsible?)	Timeframe (How long?)

Reviewed by: _____

Date/Period: _____

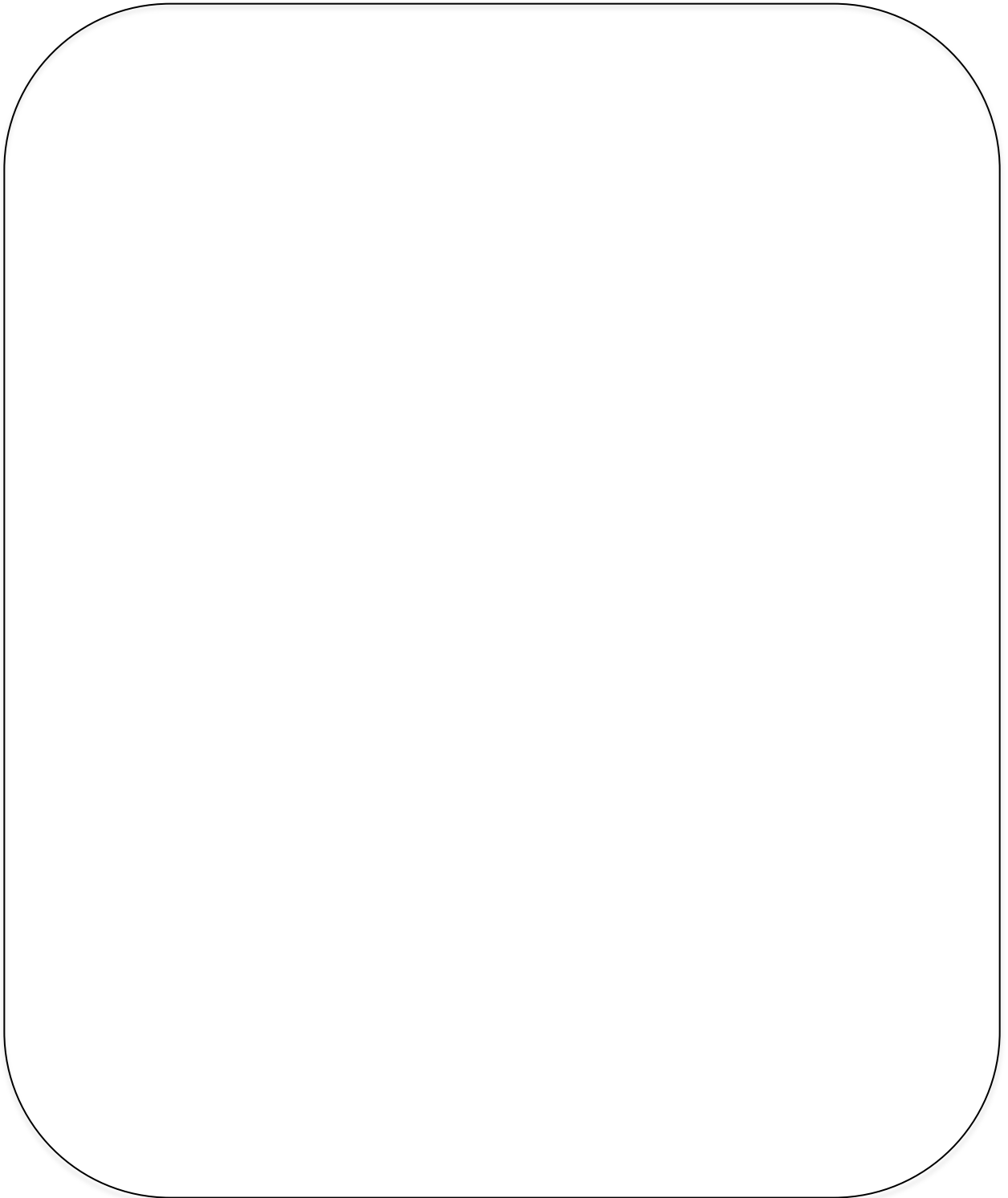
Exercise 7.1 Reference Template

Use an APA citation generator to cite references. Alphabetize references.

A large, empty rounded rectangular box with a thin black border, intended for students to write their references. The box is centered on the page and occupies most of the lower half of the document.

Exercise 8.1 Glossary of Terms Template

Define uncommonly used words from the training content. Alphabetize list of words with definitions.





**Applying New Knowledge:
Learning & Transfer**

Child Care Training Consultants, LLC

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**Thank you for choosing
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for your CDA Training Needs!**

Learning Assessment

Read the material provided, take the 5-10 quiz questions and
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?

We are happy to help.

Support Services:

Please contact us 24/7 at

childcaretrainingconsultants1@gmail.com

Business # 702.837.2434