

core knowledge



*The Ohio Early Childhood
Core Knowledge & Competencies*
Instructor Guide

A Guide to Integrating Core Knowledge and Competencies into
Early Childhood Professional Development



A Resource of the
**Ohio Professional
Development Network**

Career resources for early childhood & afterschool professionals

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Supporting early childhood professionals in their pursuit of excellence is a worthy goal – and a challenging one! Whether you are new to the work of providing professional development or have been offering learning opportunities to early childhood professionals for years, the *Core Knowledge and Competencies (CKC) Instructor Guide* was written for you!



Purpose

As the title implies, the Instructor Guide is meant as a companion resource for *Ohio's Early Childhood Core Knowledge & Competencies* (CKC).*

Because it covers the breadth and depth of professional practice, the Instructor Guide provides a comprehensive, organized foundation upon which to build learning experiences that are systematically connected – a tremendous asset to individual professional development providers as well as the professional development system as a whole.

For individual trainers and instructors, the Guide was created as a tool to help you build professional development upon the foundation of identified Core Knowledge & Competencies by:

- helping you integrate the CKC into education provided at every stage of an early childhood professional's developmental pathway;
- giving you a hands-on planning tool for every phase of instructional preparation; and
- suggesting tips, tools and resources that will enhance your own knowledge, skills and confidence as an adult educator.

The Guide was also created as a catalyst to help move Ohio toward a more coherent, intentional system of professional education that not only supports individuals in attaining their learning goals but also moves our field toward the goal of an early childhood workforce with a practice solidly based on an identified core body of professional knowledge and competencies.

The Guide has several features that will be useful in the development of training and instruction, in your own development as a professional, and in working towards a more coherent system of professional development for Ohio's early childhood community. Explore the Guide and find the information that best fits your needs.

* The IG frequently refers to the CKC. If you do not have a copy of the CKC, contact your local Child Care Resource and Referral agency or download a copy from the Ohio PD Network website: <http://www.ohpdnetwork.org>

Terminology

The field of early care and education is very diverse. In many ways, this is one of our greatest strengths. It does, however, present a challenge when it comes to selecting appropriate language. We offer the following clarification:

- **The learning experience:** For the purposes of this document, “professional development” is used as an umbrella term to describe a variety of activities that share the goal of strengthening the knowledge and competencies that form the basis for professional practice (i.e., the CKC). There are many forms of professional development, including on-site technical assistance, college coursework, coaching and independent research/study. However, a large percentage of the professional development experiences in which today's early childhood professionals participate fall into the subcategory of “training,” defined as “professional development experiences that take place outside the formal education system.”* Training is a term for community-based education that is familiar across many early childhood settings. Although the term can be controversial to some, because of its broad use in the professional development community, both in early childhood as well as many other professional fields, it is used throughout this document, along with other synonymous terms.
- **The professional development provider:** Those whose work is to craft meaningful learning experiences that move others toward greater knowledge and competence in their work with young children go by many titles. In this document, we use the following terms interchangeably: trainer, instructor, and professional development provider.
- **The agency or person requesting training:** Many times pre- and in-service training is requested by an individual or organization other than the intended participant (i.e., program administrator, local funder). They are, therefore, an important stakeholder in the instructional development process. Who that individual or entity is, however, can vary considerably. For the purposes of clarity, in this document the term “sponsor” is used consistently.

* Maxwell, K., Feild, C., & Clifford, R. (2005). Defining and measuring professional development in early childhood research. In Zaslow, M., & Martinez-Beck, I (Eds.), *Critical Issues in Early Childhood Professional Development* (p. 21-48). Baltimore, MD: Paul H. Brookes Publishing

Foundation

Studies of early care and education settings have made it clear that the strongest influence on quality is the caregiving/teaching adult.* What early childhood professionals know about young children's development and learning, and how well they are able to translate that knowledge into their relationships with young children, matters in the well-being of those children. In fact, it matters a great deal. The quality of adult-child interactions in early childhood settings is a strong predictor of children's developmental outcomes. And the factors that most strongly predict positive teaching and caregiving are education, specialized training, and attitudes about working with young children.

Although research on the impact of teacher/caregiver formal and informal education on children's experiences and learning is still in its infancy, and as such is a topic of much debate, empirical evidence does exist to support the following correlations:

- participation in community-based training is related to higher quality environments and better adult-child interactions;
- training is positively correlated with quality for both center-based and family child care professionals; and
- training is related to higher skills, regardless of individual formal educational qualifications.

Although this research affirms that community-based education is an important and effective form of professional preparation and development, it is also true that the quality and effectiveness of those learning experiences varies widely. Unfortunately, a lack of consistency in quality and effectiveness can be found across early childhood teacher preparation programs as well.

It is our intent that this document, in conjunction with the Early Childhood Core Knowledge & Competencies, be yet another tool for building more cohesive, effective professional education, whether in community-based settings or formal education settings.

* Reprinted with permission, *Critical Issues in Early Childhood Professional Development*, Zaslow, M., & Martinez-Beck, I. 2006

Principles of Effective Professional Development

We strongly encourage the early childhood professional development community to adopt and continually refer to the following principles stated in "A Conceptual Framework for Early Childhood Professional Development," a position statement of the National Association for the Education of Young Children.

1. Professional development is an ongoing process.
2. Professional development experiences are most effective when grounded in a sound theoretical and philosophical base and structured as a coherent and systematic program.
3. Professional development experiences are most successful when they respond to an individual's background, experiences, and the current context of their role.
4. Effective professional development opportunities are structured to promote clear linkages between theory and practice.
5. Providers of effective professional development experiences have an appropriate knowledge and experience base.
6. Effective professional development experiences use an active, hands-on approach and stress an interactive approach that encourages students to learn from one another.
7. Effective professional development experiences contribute to positive self-esteem by acknowledging the skills and resources brought to the training process as opposed to creating feelings of self-doubt or inadequacy by immediately calling into question an individual's current practices.
8. Effective professional development experiences provide opportunities for application and reflection and allow for individuals to be observed and receive feedback upon what has been learned.
9. Students and professionals should be involved in the planning and design of their professional development plan.

Retrieved from <http://www.naeyc.org/about/positions/pdf/psconf98.pdf>

part 1
laying the
groundwork

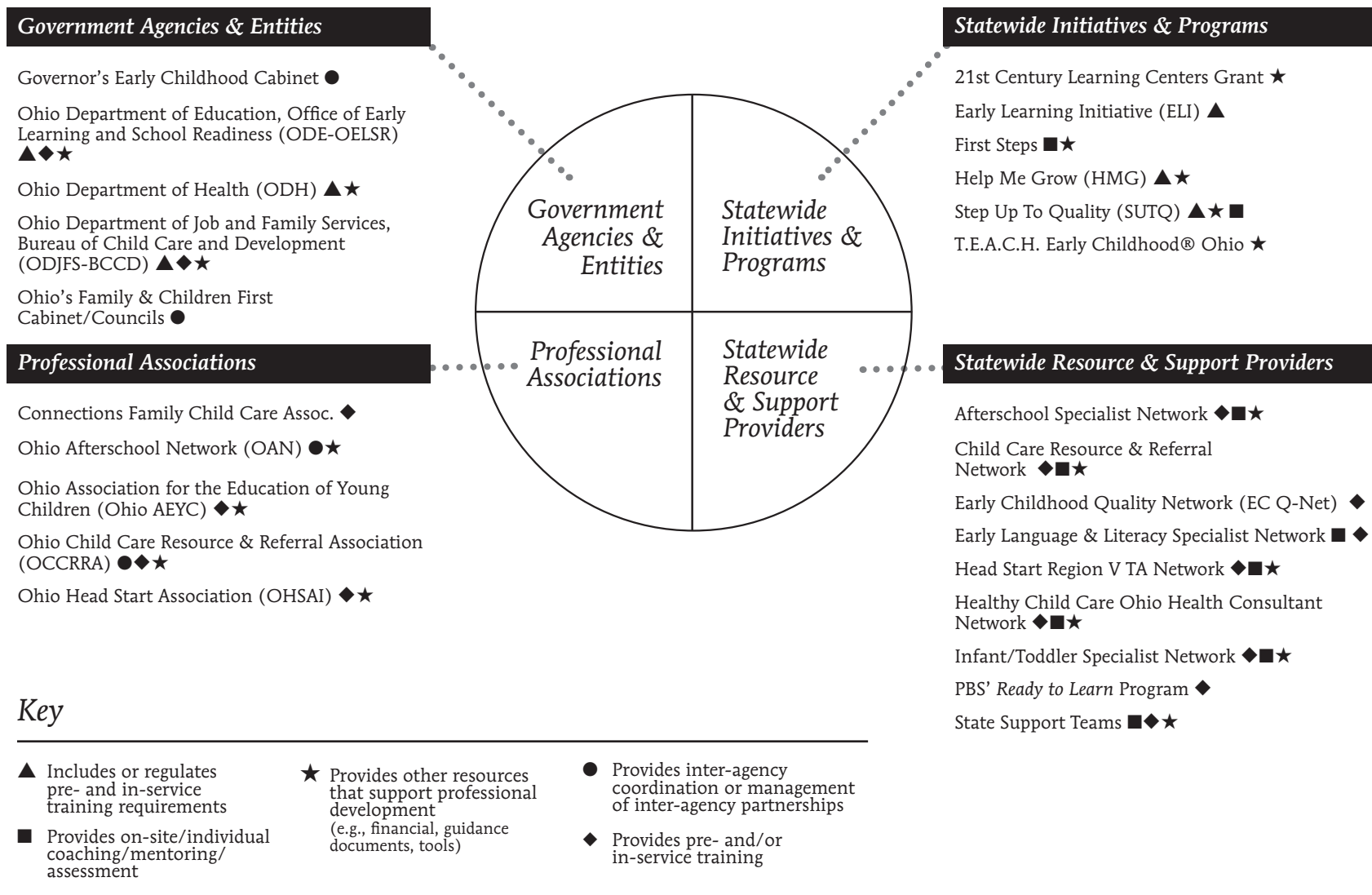
A professional development activity can be bursting with research-based subject matter and relevant learning activities and still fall short of the goal to raise the level of knowledge and competency among Ohio's early childhood professionals. That's because a training, college course or coaching session doesn't happen in a vacuum – many other pieces are needed to complete the picture of high quality professional development for Ohio's early childhood professionals.

What other foundational knowledge do you need?

- Knowledge of Ohio's Early Care & Education system
- Knowledge of relevant requirements, standards and assessments
- Knowledge of one's own knowledge and skills, strengths and weaknesses
- Knowledge of the variety of audiences who have an interest in the professional development of early childhood professionals

The following section of the Guide offers information and tools to help you gain the foundational knowledge you need to help early childhood professionals make the connections between content from *Ohio's Early Childhood Core Knowledge & Competencies*, their own knowledge and competence, the requirements and standards for their professional setting, and the larger picture of professional development within Ohio's early care and education system.

The number of Ohio's agencies, organizations, initiatives, regulations, programs and networks related to the early childhood profession can seem overwhelming, no matter how long you've worked within the system! This diagram is intended to give you an overall picture of the players who work so hard to support everyone in the field. It also shows the resources they have to offer.



Information was accurate at the time of printing. However services may have changed for individual entities. For more information and to obtain contact information, please go to the Glossary on pgs. 49-53 of Part 3: Resources and Tools.

Related Key Documents

The many different programs and initiatives in Ohio mean that more young children are benefiting from more skilled professionals and higher quality learning environments. But these can also mean a lot of confusion for individual professionals who are trying to understand the dizzying array of professional development requirements, standards and guidelines, and quality assessment tools currently being used across the state. The following table is intended to provide you with a helpful tool to identify which requirements, standards/guidelines, and assessments align with each of the six content areas of the CKC. As you plan learning opportunities in each area, it would be wise to have the related documents in front of you in order to clearly understand and communicate to participants how the content presented is related to the requirements, standards/guidelines or assessments that apply to their professional setting. Note: For more information about each document, please see the *Glossary* (pgs. 49-53).

	Regs	Assessment Instruments ¹					Ohio Standards or Guidelines					National Standards, Guidelines or Competencies			
		ODJFS Licensing Rules	Early Language and Literacy Classroom Observation (ELLCO)	Environment Rating Scales ²	Program Administrator Scale (PAS)	Ages & Stages Questionnaire (ASQ) ³	Get It Got It Go!	Early Learning Content Standards	Early Learning Program Guidelines	Standards for Ohio Educators	Infant/Toddler Guidelines	Standards of Care & Teaching for Ohio's Infants & Toddlers	Child Development Associate (CDA) credential competencies	National Association for the Education of Young Children (NAEYC) ⁴	Division of Early Childhood (DEC) Recommended Practices
Core Knowledge & Competencies Content Area	Child Growth & Development	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Family & Community Relations	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
	Health, Safety & Nutrition	✓	✗	✓	✓	✗	✗	✗	✓	✗	✓	✓	✓	✓	✓
	Child Observation & Assessment	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Professional Development	✓	✗	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓
	Learning Environments & Experiences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Key

- ✓ Document contains related material
- ✗ Document does not contain related material

¹ Although many initiatives and programs incorporate one or more of these assessment instruments, the instrument may not be used in its entirety.

² Environment Rating Scales include all of the following: Early Childhood ERS (ECERS), Infant/Toddler ERS (ITERS), Family Day Care ERS (FDCERS), and School-Age Care ERS (SACERS)

³ Ages & Stages Questionnaire (ASQ) also includes the Ages & Stages Questionnaire: Social Emotional (ASQ:SE)

⁴ NAEYC includes Early Childhood Program Standards and Accreditation Criteria and Standards for Initial Licensure, Advanced, and Assoc. Degree Programs

This quick tool is designed to provide you with a profile of yourself as an instructor of each of the six CKC content areas. By honestly assessing your experience, knowledge, competency level, and learning style, you will more quickly be able to determine whether you can meet the needs of specific training requests. Complete steps 1-4 and answer the two questions on the following page. Reassess yourself periodically, as you gain knowledge and skills through your own professional development. Note: This tool assumes that the user is very familiar with the contents of the Core Knowledge & Competencies document.

1. Complete Career Pathways Worksheet (if needed): https://www.ohpdnetwork.org/documents/career_pathways_worksheet.pdf
2. Identify MY Career Pathways Level I II III IV V VI
3. Identify MY Learning Style: Visual Auditory Kinesthetic/Tactile
(To determine your learning style, use the *Learning Styles Inventory* in the Resource & Tools section on pg. 32)
4. Complete the Chart Below

Instructor Self-Assessment			Audience Level					
Content Expertise Assess your Competency level for each CKC Content Area	Comfort Level Plot your comfort level for teaching each of the CKC Content Areas	Instructional Method(s) For each content area, write the method(s) (e.g., role play, lecture) that reflect your teaching skill & preference	Based on your self-assessment, circle the CKC audience levels that would be appropriate for you to train					
Child Growth & Development 1 2 3	<table border="0"> <tr> <td>Hesitant (new material)</td> <td>Comfortable (familiar material)</td> <td>Confident (ease w/material)</td> </tr> </table>	Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)		1	2	3
Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)						
Family & Community Relations 1 2 3	<table border="0"> <tr> <td>Hesitant (new material)</td> <td>Comfortable (familiar material)</td> <td>Confident (ease w/material)</td> </tr> </table>	Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)		1	2	3
Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)						
Health, Safety & Nutrition 1 2 3	<table border="0"> <tr> <td>Hesitant (new material)</td> <td>Comfortable (familiar material)</td> <td>Confident (ease w/material)</td> </tr> </table>	Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)		1	2	3
Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)						
Child Observation & Assessment 1 2 3	<table border="0"> <tr> <td>Hesitant (new material)</td> <td>Comfortable (familiar material)</td> <td>Confident (ease w/material)</td> </tr> </table>	Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)		1	2	3
Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)						
Professional Development 1 2 3	<table border="0"> <tr> <td>Hesitant (new material)</td> <td>Comfortable (familiar material)</td> <td>Confident (ease w/material)</td> </tr> </table>	Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)		1	2	3
Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)						
Learning Environments & Experiences 1 2 3	<table border="0"> <tr> <td>Hesitant (new material)</td> <td>Comfortable (familiar material)</td> <td>Confident (ease w/material)</td> </tr> </table>	Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)		1	2	3
Hesitant (new material)	Comfortable (familiar material)	Confident (ease w/material)						

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CKC Instructor Profile continued

5. What changes or accommodations will I need to make to my instructional methods to meet the needs of participants' with learning styles different than my own? (For suggestions on teaching strategies for each learning style, see *Aligning Learning Activities and Media with Learning Preferences* in the Resources and Tools section on pg. 34)

6. What professional goals shall I set for myself, based on my *CKC Instructor Profile*?

Audience	Use
Developers and Providers of Community-Based Professional Development	<ul style="list-style-type: none">• Organize professional development opportunities using Core Competencies and levels for varied learners• Assess one’s own instructional skills and strengths in CKC content areas• Identify best practices for professional development and teaching adult learners• Set up instructor/presenter guidelines when planning for events or conferences• Identify tracks or levels when planning for events or conferences• Identify the key national, state, and local organizations, initiatives, resources, and assessments/tools essential to professional development within the field of early childhood
Higher Education	<ul style="list-style-type: none">• Use framework to facilitate articulation between common points of essential materials in community-based professional development• Provide a link between coursework and community-based professional development topics for faculty using the Ohio Professional Development Network registry, CKC, and professional development
Coaches & Mentors	<ul style="list-style-type: none">• Assess one’s own areas of strength in CKC content areas and in providing learning experiences• Identify commonalities between coaching/mentoring and other professional development delivery methods• Identify resources to support and enhance coaching/mentoring as an effective component of a comprehensive professional development system
Program Administrators	<ul style="list-style-type: none">• Evaluate professional development providers• Identify resources for staff development• Identify links between licensing rules, NAEYC standards, CDA competencies and CKC content areas
State and Local Agencies	<ul style="list-style-type: none">• Identify common goals across agencies surrounding professional development• Develop policy, initiatives and regulatory decisions that will elevate the professional development competencies of instructors of early childhood professionals• Reduce redundancy in requirements, processes, reporting, etc. across agencies.• Create a cohesive professional development approval process
Early Childhood Advocates	<ul style="list-style-type: none">• Reinforce the concept and language of professionalism in the field of early childhood professional preparation and development• Educate parents, policymakers and general public about the areas of professional practice in early childhood and the need for competent professionals and instructors
Others	<ul style="list-style-type: none">• Appreciate the degree of knowledge and skill required for professional competency in early childhood and for the professional preparation of early childhood professionals• Identify the key national, state, and local organizations, initiatives, resources, and assessments/tools essential to professional development within the field of early childhood

Notes



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part 2

the cycle of
instructional
development

As an instructor, you probably have a process that you follow when you are preparing a training, a course, or a learning session with a person you are coaching. In this section, the CKC Instructor Guide introduces a widely used model that organizes this process into four phases:

Phase 1: Assess

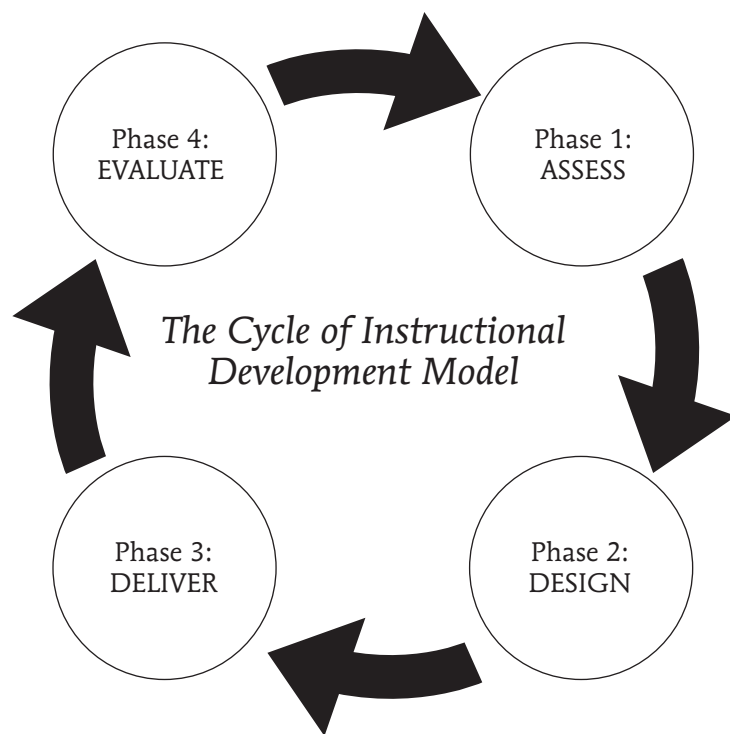
Phase 2: Design

Phase 3: Deliver

Phase 4: Evaluate

All formal learning experiences that are intended to support professional development can, and should, incorporate all four phases. As the NAEYC Principles of Effective Professional Development state, “professional development experiences are most effective when...structured as a coherent and systematic program.”* Using this model in the development of training, coursework, coaching/mentoring sessions or other types of focused learning experiences will enable your work to meet that standard of excellence.

* See pg. 4 for a complete list of principles and source citation.



Phase 1: Assess

- Identify needs of learners and sponsor
- Identify limitations and resources
- Clarify expectations

Phase 2: Design

- Identify CKC content area, knowledge base and competencies to address
- Select the most appropriate instructional strategies and learning activities
- Create a comprehensive instructional plan

Phase 3: Deliver

- Identify key characteristics of participants and environment that may influence the effectiveness of your instructional plan
- Minimize limitations; optimize advantages
- Make adjustments necessary to meet learning goals

Phase 4: Evaluate

- Assess participants' learning and experience
- Evaluate the effectiveness of instruction
- Determine the satisfaction of the sponsor
- Evaluate the quality of the experience as a professional development activity

Phase Elements

In the remaining pages of Part 2, you will find each phase explained in much greater detail. You will also find several elements within the discussion of each phase.



Key Questions
That should be answered during the phase



Decisions and Actions
That will help you answer the key questions



Wisdom from the Field
Helpful suggestions from seasoned professional development specialists



The CKC Connection
Strategies for incorporating the CKC into your decisions and plans



Tools to Help
A handy list of the tools and resources for the phase found mainly in Part 3



Tips
Additional ideas and suggestions specific to the phase



Notes
Space for you to write your own ideas, tips, reminders, etc.

Introduction

As soon as the opportunity arises to conduct a training, you will begin assessing the needs and expectations of the sponsor who is requesting it, the needs of the intended audience of learners, and the parameters that you would need to work within. It's in this phase of the process that you are gathering the information you need to decide the goodness of fit between the various needs and your ability to meet them.

? Key Questions

WHY is this learning experience needed?

HOW has the need been determined?

WHO are the intended learners?

WHAT are the sponsor's expectations or objectives?

WHAT limitations would affect the design or delivery of the instruction?

HOW well-suited am I to provide this learning experience?



Decisions and Actions

Consider these suggestions when you are gathering information to make the right decisions in the assessment phase.

Identifying Needs and Expectations

- Ask the person or agency who is requesting the instruction – the sponsor – detailed questions about their needs and expectations (which may be different than those of the participants).
- Identify all requirements that the sponsor expects to be satisfied through this experience. Know the source of those requirements.
- If the sponsor is unsure or vague about the needs of the potential learners, consider:
 - conducting a needs assessment with the intended learners; this can be done formally or informally
 - viewing and discussing the learners' Professional Development Plans, if available, to identify common areas of growth
 - using the CKC with the sponsor to discuss and identify specific competencies that need to be strengthened
- Find out as much as you can about the intended audience of learners, including: the setting in which they work, their role(s) and the scope of their work, their level of specialized education/training, and, if possible, their Career Pathways (see Glossary) level, which will help you identify the level of competencies to address (see pg. 5 of the CKC for further clarification).

Identifying Constraints

- Before you go any further, review your *CKC Instructor Profile* (pgs. 9-10) or complete it, if you've not done so. It will help you determine the fit between you as an instructor and the needs of the learners and sponsor.

Continued on next page

Identifying Constraints continued

- Be sure to identify factors that will affect the design, delivery, or feasibility of a training that would succeed in meeting the needs of the learners and the sponsors. Common considerations are: time limitations, costs, number of anticipated participants, range of competency of learners, facilities and resources.
- When considering your ability to meet the needs of the intended audience, consider your cultural competency, too – your ability to recognize differences due to culture, race, language, etc., and to respond to diversity positively and constructively.



The CKC Connection

If you are creating a new training, a good general knowledge of the CKC can be especially helpful during the assessment phase. When you understand how the target knowledge and competencies of this experience fit into the broader scope of professional knowledge and practice you can:

- effectively communicate its value to participants and
- encourage administrators, funders and learners to think of professional development more systematically.

If you will be using an existing training plan, be sure to identify the knowledge and competencies from the CKC that are covered and make any changes needed to ensure that the learning experience is meaningful and appropriate in light of a comprehensive view of professional development.



Wisdom from the Field

“Know yourself! Be brutally honest with yourself about your own capabilities, your level of knowledge and competency in each of the six areas of the CKC, and your strengths and weaknesses as an adult educator. Respect the sacrifice of valuable time that participants have made to be there and make sure every moment is worth their while. When I’ve felt unsure about my own level of expertise in a topic, I’ve called on another colleague who does have the knowledge and we work as a team. Not only do participants get the benefit of our pooled knowledge, but it’s also more interesting to have two different personalities, two different teaching styles, and twice as many stories!”

– Kim, 17 years experience



Tips

- Be as familiar as possible with the professional development requirements of the most common programs, initiatives and agencies that you are likely to encounter. Be prepared to clear up confusion or misinformation that sponsors or participants might have and know where to send them to find out more information.
- Be realistic as you consider how many topics you can cover, and how deeply, given any constraints. Better to cover less and do it well than to overwhelm the learners!
- If this is a group of learners that you have worked with before, or the training will cover similar content to an earlier training, be sure and use your previous evaluations and assessment results to inform your decisions, not only as you consider the learners’ needs but also in design and delivery decisions.



Tools to Help

- The CKC Instructor Profile, pgs. 9-10
- The Learning Styles Inventory, pg. 32

Introduction

Designing a great learning experience – one that satisfies sponsor, participants, and you – is the process of finding the best match between:

1. the identified needs of the learners and sponsor;
2. the most relevant Core Knowledge & Competencies; and
3. the most appropriate and effective teaching strategies.

? Key Questions

WHICH of the six content areas will the training focus on?

WHAT level of competencies will be most appropriate?

WHAT instructional method(s) will best support the learners' application of the content?

HOW detailed and in-depth should the learning experience be?

WHICH instructional format is most appropriate?

Decisions and Actions

Designing a high quality learning experience involves many decisions. The following considerations can help you work through the design process and answer all of the design questions.

Selecting the Content

- Based on information gathered during the assessment phase, narrow the focus to one primary CKC content area. This may be challenging, since professional practice as it occurs in “real life” is rarely neatly compartmentalized. But focusing primarily on competencies within one content area will encourage more in-depth, substantial learning that connects research to knowledge to practice. It will also help those in the early childhood community to think about professional development in a more systematic way as we adopt the framework and language of Core Knowledge & Competencies.
- Based on the assessment information and on your professional knowledge, select a number of competencies appropriate to the length of the learning session. It’s especially beneficial to the learner if you select competencies that are closely related and tie in easily to one or two of the statements in the knowledge base of the CKC content area.

Selecting the Instructional Strategies

- Use the chart, *Aligning Competency Levels, Learning Objectives, & Teaching Strategies* (pg. 37), to identify related skills within the appropriate competency level and instructional strategies that will help build those skills. Then use those that you have selected to write your learning objectives.
- Learners need the opportunity to: 1) first recognize a concept or principle in practice; 2) think about it more deeply in a theoretical way that doesn’t depend on the context; and 3) apply the expanded understanding to real life again. So when designing the flow of learning activities, consider starting with a focus on the action-based competency, then tie it to a corresponding theory-based knowledge statement, and finally bring the focus back to action-based application of the competency.

Continued on next page

Selecting the Instructional Strategies continued

- When choosing instructional strategies, consider that you will very likely have a variety of preferred learning styles represented among the participants. Be sure to have a balanced variety of learning activities and formats to meet the needs of most learners.
- Other factors that should influence design decisions are: length & number of sessions, group size, and room set-up.
- As you look through your options of instructional strategies, return often to the specific competencies that you intend to address and consider all of the ways that you can feasibly maximize the likelihood that most learners will be more competent in that aspect of practice as a result of having participated in the experience.
- Don't forget to use previous evaluations of similar trainings – they are an important component in improving your professional skills.

*The CKC Connection*

One of the most useful aspects of the CKC is that competencies in each content area are spelled out across three levels of mastery. As the professional preparation and development community begins using the leveled framework to design educational opportunities, we can expect to see:

- greater effort made to offer early childhood professionals a “full menu” of professional development opportunities covering all six content areas at all three levels of competency;
- early childhood professionals choosing professional development opportunities based on their developmental level as well as on interest and topic; and
- a better match between learners' expectations and instructors' planned learning experiences.

So do your part to get us there by incorporating the CKC framework and its language into every aspect of your work in supporting the development of early childhood professionals.

*Wisdom from the Field*

“Stay focused on the topic. My most successful trainings have been those that I created that were focused on one or two areas rather than on broad content.”

– Denise, 16 years experience

“I created outlines for my presentations when I first started. This really helped me to make sure that those early presentations were well organized.”

– Brenda, 25 years experience

“As I design workshops, I try to choose strategies that best match the audience even though I may be more comfortable with other ways of presenting. I really try to blend a combination of what I am comfortable with along with what works best for the audience.”

– Tom, 10 years experience

*Tips*

- As much as it depends on you, be sure that any advertising of the training gives potential participants an accurate picture of what they can expect. Keeping participants engaged can be challenging enough without creating frustration by being unclear or misleading in the description of the session.
- Don't forget that many of the things we believe to be true about the way children learn is also true for us as adults!
- Use a standardized format, such as the *Sample Content Plan* on pg. 38, to plan and document content area, knowledge base, competencies, learner objectives, and instructional strategies.

*Tools to Help*

- Learning Styles Inventory, pg. 32
- Aligning Learning Activities & Media with Learning Preferences, pg. 34
- Guiding Questions for Selecting a Delivery Strategy, pg. 35
- Aligning Competency Levels, Learning Objectives, & Teaching Strategies, pg. 37
- Sample Content Plan, pg. 38

Notes



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Introduction

Teaching does not result in learning until the person being exposed to new knowledge – new facts, concepts, procedures, theories – makes the connection with how she/he has previously believed and acted, integrates the new knowledge into her/his thinking, and uses that new knowledge in action. The more of that learning process that the instructor can facilitate during a learning session or over multiple sessions, the more likely it is that the participant will use that new knowledge in future decisions and actions. Because effective instruction is an interactive process, it involves a great deal of assessing and adapting in the moment.

? Key Questions

WHERE are the learners in their understanding of the topic?

HOW well are the learners grasping the concepts and connecting concepts to practice?

WHAT adjustments do I need to make?

WHO needs special attention?

HOW can I optimize the expertise within the group?

HOW can I keep everyone engaged and minimize “derailments?”



Decisions and Actions

Making decisions in the moment can be very challenging! But the following suggestions can help you be better equipped to answer the questions that inevitably arise during training.

Establishing a Foundation for Optimal Learning

- Very early on, check participants’ assessment of their own level of knowledge, skill and/or confidence in the knowledge and competencies that you will be covering. This can be done in a variety of ways, from quick and straightforward to creative and interactive. Although it’s not an objective rating, it can act as a gauge to determine how close to the mark your planning will be. It can also help you quickly identify which participants may have expertise you can draw on and who may need additional support.
- Make mental note of such things as: who are the most talkative and social and who are the most reserved; participants’ physical needs (e.g., tired/energetic, comfortable/uncomfortable, etc.); established relationships (co-workers, friends, etc.); attitudes about being there, about being in a formal learning environment, or toward you; the presence of anyone with physical disabilities, language barriers, or other special needs

Making the Most of What You Hear and See

- Take the mental and emotional “temperature” of the participants often. Pay attention to body language, eye contact, and facial expression. Although you can’t always engage everyone all the time, do make adjustments in things like pacing, language level, duration of activities, or type of activity when you see several signs of disengagement.
- As you learn more about participants’ experiences, perspectives and current knowledge/beliefs, incorporate them into the knowledge-building dialogue and activities. Explicitly link a participant’s positive practice with a key concept or theory – often people don’t know why they do what they do, even when it’s a very positive practice!

Continued on next page

Making the Most of What You Hear and See continued

- Avert a difficult situation before it happens. Turn a potential challenge into a strength. For example, if you sense that a participant has more expertise than most others and is in danger of being bored, place them in an active role, either as a group leader or to help facilitate discussion with the group
- Do a quick evaluation of all of the hands-on activities you've planned, including icebreakers, transitions, etc.: Are they the best use of participants' valuable time? Will they be familiar and relevant to the daily practice of all of your participants? Will the activity challenge them to apply new knowledge to a familiar problem or situation? Are they necessary for participants to achieve the learning objectives? Make adjustments as you are able so that you maximize the value of every minute for participants.
- Respect the knowledge that participants bring and encourage them to take ownership of their own learning during the session. Provide opportunities for problem-solving or evaluating solutions in a systematic way, applying the new concepts you've presented.



The CKC Connection

One of the most valuable skills of seasoned instructors is the fine art of asking great questions. But in order for a question to be “just right,” it needs to tap into the learners' level of competency. In Part 3 of the Guide, “Resources, and Tools,” you'll find a great tool for asking appropriate questions: Aligning the CKC with Bloom's *Taxonomy of Educational Objectives*. The final row on the chart gives some sample questions that are at just the right level of knowledge- and skill-building to foster learning.



Wisdom from the Field

“One of the most challenging things about training is figuring out how to meet the needs of learners that are at vastly different levels of knowledge and competency. I try to incorporate activities that allow for small group work so that there is a variety of levels of experience and expertise in each group. This way the more veteran participants can help scaffold the learning for the less experienced.”

– *Jeanne, 10 years experience*

“Instructors really need to be prepared for anything! Settings for the sessions may vary greatly. I have learned over the years to arrive at least 45 minutes ahead of schedule just so that I can check A/V and make room changes as needed.”

– *Susan, 22 years experience*



Tips

- Don't be constrained by your instructional plan! Stay focused on the underlying objectives and make whatever adjustments are needed so that the most participants will meet them.
- Make sure you do all that you can to create an atmosphere in which learners can feel safe in honestly examining, reflecting on, and evaluating their own practice. Mutual respect, a ban on judgmental comments, and an attitude of “listening to learn” are all must-have values to communicate and model.



Tools to Help

- Principles of Adult Learning, pg. 40
- Aligning Competency Levels, Learning Objectives, & Teaching Strategies, pg. 37

Introduction

By its broadest definition, to evaluate is to determine the worth of something. The value of an educational experience will be judged differently, depending upon who is asked and upon the criteria that they use in their judgment. Obviously you'll want to hear from participants. But the questions you ask should closely match the learning objectives that you created from the CKC that were the focus of the learning experience. More objective assessments of learning should also be implemented when feasible. Other useful points of view are: participants' evaluation of how well their own learning goals were met; your evaluation of the experience; and the sponsors' or funders' evaluation of how well their needs and expectations were met.

? Key Questions

WHAT types of feedback/evaluation will be useful?

HOW can feedback be gathered?

HOW can evaluation be used to improve future professional development opportunities?

HOW can learning be assessed and documented?

WHO needs to know evaluation results?



Decisions and Actions

The Learner's Point of View

- Evaluative feedback can be gained from participants before the session even ends. In fact, guiding them through a self-reflection activity can be valuable not only for future training, but also for participants as they think about and take ownership of their own learning.
- Use a charting activity to learn the opinions of participants about what worked during the session, what didn't, and what might have worked better. Providing the public forum generates discussion which may encourage reflection and add more depth to the feedback.
- The pre/post testing of knowledge/skills can be a valuable strategy for identifying the extent of knowledge and skills gained.
- Evaluation after the training allows participants to provide immediate feedback. Some participants may be more willing to share their thoughts on paper rather than by verbal means.
- Post evaluation that is sent to participants several weeks after sessions allows for the participants to reflect on their experiences and also to help ascertain whether knowledge has been put in to practice. Instructors can also plan post-session follow ups for participants to come back together to discuss, reflect and share their findings and experiences.

Your Point of View

- Instructors can gather feedback from several sources including post-session evaluations, verbal feedback from participants, follow-up evaluations, and their own self-reflections and observations.
- Changes made immediately to the content and or delivery strategies can help instructors use the information from the evaluations to inform delivery for the next offering of the session.
- Instructors should consider feedback that covers all areas of delivery, including content, flow of the delivery, handouts and activities.

Continued on next page

Decisions and Actions continued

The Sponsor's/Funder's Point of View

- Ask the sponsor to not only evaluate how well his/her expectations were met, but to also evaluate his/her expectations. Sponsors can then determine if the expectations were realistic and timely. This will help determine a true assessment of the session as well to help guide decisions for future requests.
- Provide the sponsor with your assessment of the participants' needs, particularly in light of the CKC. This will help assist in the creation or revision of a professional development strategy or plan.
- Observations can be conducted in early childhood settings to target competencies that were identified in the goals and objectives for the session. This will serve to illustrate whether the knowledge gained had been put in to practice.
- When possible, incorporate more formal assessments into your evaluation plan to document application of new knowledge and skills. This is an especially important component of an intensive learning experience that will occur over several sessions, in which the sponsor will likely have invested relatively more funding and resources.

The CKC Connection

Post evaluation should include some element that will illustrate whether the objectives have been met. The tool itself should either ask generally if the objectives have been met or it can specifically identify the objectives and ask how well each was met.

Application of knowledge should also be measured, whenever possible, to determine whether the content delivered was then used by the learner to change practice. This can be done by post survey, observations in the classroom, or a post-session follow up with the instructor.

Identification of Core Knowledge area, level, and specific competencies will ensure that attainment of skills has been successful. This can be done on a content plan that includes Core Knowledge areas and competencies. Use the *Sample Content Plan* on pg. 38.



Wisdom from the Field

“You will have people who, regardless of what you say, will like you. Others, regardless of what you say, may not! You often have to take a look at what ‘the middle’ is telling you when considering evaluation results.”

– Denise, 16 years experience

“Instructors should gift themselves with the time for self-reflection. Take a few minutes at the end of the session to think about what went well, what did not, and what changes they would like to make. It will be more powerful when done right away rather than waiting months later when the session rolls out again.”

– Brenda, 25 years experience



Tips

- Creating a truly useful evaluation brings to mind the old computer adage, “garbage in – garbage out!” The quality of the responses can only be as good as the quality of the questions. Consider attending a workshop or buying a resource on creating and conducting simple but high quality evaluations.
- Sharing with the sponsor your evaluation results, as well as your informal reflections of the participants' needs, attitudes, etc., can be an opportunity for you to encourage him/her to align his/her perception of training needs with a more comprehensive, long-term view of professional development.



Tools to Help

- Training Feedback Form, pg. 43
- Facilitator Self-Assessment, pgs. 45-46
- Sample Content Plan, pg. 38

Notes



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part 3
resources
and tools

Every good instructor has an ever-expanding supply of resources and tools to enhance each training and to continually build his or her own knowledge and skill as an adult educator. This section could easily be a book in itself, but because it is intended to be user-friendly and not overwhelming, a few of the most useful tools for each of the four phases of the Cycle of Instructional Development have been chosen by seasoned instructors to include as samples. Many of these tools have been formatted for reproduction. Please feel free to make copies for your own use.

Recognizing that college instructors have some considerations that are unique to their learning environment and role, we asked veteran professionals with much experience in that role to provide specific suggestions for using the Core Knowledge & Competencies in formal education settings.

A glossary is also included that provides more information about the many agencies, initiatives, organizations and networks in Ohio that are closely connected to early childhood professional development. A list of additional resources and references has been included as well, including several that are aimed at building skills and providing creative ideas for instructors.

Finally, acknowledging that Ohio's early care and education system is always growing and changing, the Ohio Professional Development Network has created a companion website of relevant links, resources, and information to keep you up-to-date and well-equipped. The website, found at <http://www.ohpdnetwork.org>, also includes resources that were deemed useful but too lengthy to include in the printed Instructor Guide. As resources and tools are identified or developed, they will be added to the site, so bookmark it for easy reference.



As the section on the assessment phase of the Cycle of Instruction made clear, the wise instructor gathers as much information as possible before the design of a specific training ever begins.

Learning Styles Inventory

The chart on pg. 32 can be used to assess your own learning style, an important factor that often influences your preferences in instructional strategies. It can also be a helpful tool during the Design and Delivery phases. Use it to spark ideas for planning activities and presentation styles during a training session to cover all three learning styles. And, if you have time at the beginning of a training session, create an activity based on the chart to assess the learning styles of your audience.





Learning Styles Inventory

One of the most helpful concepts for adult educators is the understanding that people vary in the ways that they learn most readily. The concept of individual learning styles can be especially helpful for understanding your own instructional preferences as well as the learning preferences of your audience. Experts have suggested varying numbers of categories, but visual, auditory and kinesthetic/tactile are the most widely recognized. Note: Although a person's answers to the questions will probably fall across all three learning style categories, one column will likely dominate, indicating the person's primary learning style.

What Type of Learner Are You? Check the Response in each Row that Is MOST Like You			
When You Spell...	<input type="checkbox"/> Do you try to see the word?	<input type="checkbox"/> Do you sound out the word or use a phonetic approach?	<input type="checkbox"/> Do you write the word down to find if it feels right?
When You Talk...	<input type="checkbox"/> Do you dislike listening for too long? Do you favor words such as <i>see, picture, and imagine</i> ?	<input type="checkbox"/> Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear, tune, and think</i> ?	<input type="checkbox"/> Do you gesture and use expressive movements? Do you use words such as <i>feel, touch, and hold</i> ?
When You Concentrate...	<input type="checkbox"/> Do you become distracted by untidiness or movement?	<input type="checkbox"/> Do you become distracted by sounds or noises?	<input type="checkbox"/> Do you become distracted by activity around you?
When You Meet Someone Again...	<input type="checkbox"/> Do you forget names but remember faces or remember where you met?	<input type="checkbox"/> Do you forget faces but remember names or remember what you talked about?	<input type="checkbox"/> Do you remember best what you did together?
When You Contact People on Business...	<input type="checkbox"/> Do you prefer direct, face-to-face, personal meetings?	<input type="checkbox"/> Do you prefer the telephone?	<input type="checkbox"/> Do you talk with them while walking or participating in an activity?
When You Read...	<input type="checkbox"/> Do you like descriptive scenes or pause to imagine the actions?	<input type="checkbox"/> Do you enjoy sections of dialog and conversation or do you imagine how the characters' voices sound?	<input type="checkbox"/> Do you prefer action stories or find it hard to sit still long enough to read?
When You Do Something New at Work...	<input type="checkbox"/> Do you like to see demonstrations, diagrams, slides, or posters?	<input type="checkbox"/> Do you prefer verbal instructions or talking about it with someone else?	<input type="checkbox"/> Do you prefer to jump right in and try it?
When You Put Something Together...	<input type="checkbox"/> Do you look at the directions and the picture?	<input type="checkbox"/> Do you read the directions out loud or ask someone to read them to you?	<input type="checkbox"/> Do you ignore the directions and figure it out as you go along?
When You Need Help with a Computer Application...	<input type="checkbox"/> Do you seek out pictures or diagrams?	<input type="checkbox"/> Do you call the help desk, ask a neighbor or talk out loud to yourself?	<input type="checkbox"/> Do you keep trying to do it or try it on another computer?
TOTAL CHECKS IN EACH COLUMN:	VISUAL LEARNER _____	AUDITORY LEARNER _____	KINESTHETIC/TACTILE LEARNER _____



Many resources are available to provide instructors with research-based teaching practices, creative ideas for learning activities, and suggestions for designing the most meaningful educational experience for a given situation and audience. Several are listed under *References and Recommended Resources* on pgs. 54-55. Four especially helpful tools are included here in full text to help you plan the most appropriate learning experience for the situation.

Aligning Learning Activities and Media with Learning Preferences

This builds on the concept of three primary learning styles or preferences introduced in the earlier *Learning Styles Inventory* and offers activities and media for each of the three learning styles.

Guiding Questions for Selecting a Delivery Strategy

There are three frequently used ways of presenting new information: lecture, demonstration, and discussion. This tool will help guide you through the process of deciding which will be most appropriate for the knowledge or information that you want to convey in your learning session.

Aligning Competency Levels, Learning Objectives & Teaching Strategies

Based on Bloom's widely recognized *Taxonomy of Educational Objectives*, the chart on pg. 37 provides practical help as you design a learning experience for participants at a specific level of competency.

Sample Content Plan

As the official planning form for Ohio's resource and referral network, this tool is widely used and recognized across the state. A sample of a completed *Content Plan* can be found online at www.ohpdnetwork.org.





Aligning Learning Activities and Media with Learning Preferences

These activities and media are especially appropriate and appealing for each of the three learning styles. This can be especially helpful when you are considering how to design a training that will have “something for everyone.”

Learning Preference: Kinesthetic

- Supervised practice on the job
- Simulations
- Paper-and-pencil tests
- Physical analogies
- Note taking
- Flowcharting
- Group projects
- Role playing
- Physical demonstrations
- Hands-on activities
- Building things
- Writing on flip charts or wall charts
- Puzzles
- Charades
- Whiteboards
- Tools
- Props
- Toys
- Job aids
- Interactive computer simulations

Learning Preference: Auditory

- Lectures
- Discussions
- Demonstrations
- Brainstorming
- Q&A sessions
- Coaching
- Panel discussions
- Group or individual presentations
- Group projects
- Small group work
- Rhymes
- Acronyms
- Mnemonics
- Metaphors
- Definitions
- Music; songs & lyrics
- Films
- Audiovisuals
- “War stories”
- Interactive computer simulations

Learning Preference: Visual

- Reading
- Diagramming
- Creating charts and graphs
- Observing demonstrations
- Training manuals
- Handouts
- Flowcharts
- Flipcharts
- Wallboards and posters
- Whiteboards
- Reference materials
- Lists of parts or definitions
- Films
- Maps
- Color and graphics
- Art works
- Slides, photos & Powerpoint presentations
- Interactive computer simulations

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Guiding Questions for Selecting a Delivery Strategy

Although there are many strategies for presenting information to learners, three of the most frequently used strategies are lecture, demonstration, and discussion. The following resource provides a number of questions to ask yourself that will help you think through the factors that will determine the most appropriate strategy for a particular learning opportunity.

Choosing a Lecture

The purpose of a lecture is to **clarify a small amount of information to a large group in a short period of time.** Lectures require a great deal of preparation time and need to be supported by various audio-visuals. The following questions will help to determine the appropriateness of a lecture:

- What knowledge, skill, or attitude needs to be learned?
- How many students need the content?
- Do all or most of the students need the content now?
- How much preparation time is available?
- Are you aware of nonverbal cues (yours or the learners')?
- Can you develop interest in the lecture?
- Are there appropriate audio-visual support systems?
- Would a handout work just as well?
- Can you devise means to ensure that more than one sense is used by students?
- Are there natural divisions that equate to 20 minutes or less?
- Would a videotape work just as well?
- Do your impromptu lectures last 5 minutes or less?
- Could you provide an outline of important parts of the lecture?
- What portion of your teaching time do you spend lecturing?
- Would a text assignment work just as well?
- Do you summarize regularly in the lecture?
- Do you pose questions in your lectures?
- Have you evaluated your lecture style by viewing/listening to a recording of yourself?

Choosing a Demonstration

The purpose of the demonstration is to **transmit process (“how-to”) information to a relatively small group of students in a short period of time.** Demonstrations usually require a lot of preparation time and must be supported with various audio-visuals. Demonstrations are particularly useful in teaching skills. There are several variations of demonstrations: projects, peer tutoring, field trips, on-the-job training, simulated experiences, and videotapes, for example. The following questions should assist you in determining the appropriateness of a demonstration:

- Does the learner need to see the process?
- How many students need the content? How many need it now?
- How much preparation time is available?
- Can you tell and show the content?
- Can you appeal to other senses?
- Do you want the students to imitate you?
- Is there technical support available?
- Will the demonstration last more than 20 minutes?
- Could you use a videotape just as well?
- Can you ask questions during the demonstration?
- Can the students take notes?
- Will there be practice time for the students?
- Can the student easily identify the steps?
- Will you permit the students to ask questions?
- Is there only one right way?
- Will you support the demonstration with handouts?
- Have you evaluated your demonstration style by viewing/listening to a recording of yourself?



Choosing a Discussion

The purpose of a discussion is to **engage students in dialogic inquiry – clarifying and building knowledge through dialogue.** Discussions are limited to small groups and require considerable time. This method is particularly useful in an affective area. It promotes understanding and clarification of concepts, ideas, and feelings. There are numerous variations: role playing, debate, panel discussion, reviews, brainstorming, show-and-tell, and interviews are examples. The following questions will assist you in determining the appropriateness of a discussion:

- Do you need active involvement from the student?
- How many students need to be involved?
- Must you hear everything being said?
- How much time is available?
- Is divergent thinking a desirable end?
- Could you just as well tell them?
- Can there be more than one right answer?
- Is there time to clarify differences?
- How much control do you need?
- Can you accept the students' views?
- Can interest be aroused and maintained?
- Is there time to draw conclusions?
- Is there time to follow up?
- What needs to be tested?
- Is two-way communication necessary?
- Are checks and balances available to prevent certain students from dominating?
- Are there means to keep on topic?
- Have you evaluated your discussion facilitating style by viewing/listening to a recording of yourself?

This resource was adapted from information on the Teaching Tips section of the online resources for faculty at Honolulu Community College.
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/delivery.htm>





Aligning Competency Levels, Learning Objectives & Teaching Strategies

Not only will this chart help you write appropriate learning objectives, it will also help you select appropriate instructional strategies and give you suggestions for suitable discussion questions.

Competency Level 1		Competency Level 2		Competency Level 3	
Knowledge/Remembering Remember, recall, or recognize information.	Comprehension/Understanding Explain ideas or concepts.	Application/Applying Take knowledge and understanding and apply it in a new situation. Use facts, rules and principles.	Analysis/Analyzing Take something apart and look at it. Categorize information.	Synthesis/Evaluating Bring together knowledge to form a new idea and/or solve a problem.	Evaluation/Creating Generate new ideas or ways of looking at things.
Verbs to Consider When Writing Learner Objectives Based on Bloom's Taxonomy of Educational Objectives					
define describe identify label list name quote recall recognize record repeat reproduce select state write	defend describe discuss distinguish explain express extend generalize give examples identify paraphrase predict recognize restate rewrite summarize	apply change classify demonstrate discover examine illustrate interpret modify practice prepare produce show solve translate use	analyze arrange combine compare contrast design develop differentiate distinguish experiment illustrate outline relate select separate utilize	arrange categorize collect combine construct create design manage modify organize plan prepare rearrange reorganize revise summarize	assess choose compare conclude contrast construct determine estimate evaluate interpret judge justify measure revise select support
Some Types of Instructional Strategies to Consider					
analogies audio examples illustrations lecture visuals video	discussion learner presentations questions reports review writing	demonstrations exercises practice projects sketches simulations role play	case studies critical incidents discussion exercises problems questions	case studies develop plans problems projects simulations	case studies critiques exercises projects simulations
Types of Questions to Stimulate Participants' Thinking					
Who, what, where, when, how...? Describe...	Describe in your own words... How are these ideas different? Explain what happened next.	Demonstrate the way to... What would you change? How is...an example of...? How is ... related to...? Why is ... significant?	What are the parts or features of...? How does... compare or contrast with...? What evidence can you list for...? What patterns/trends do you see?	What ideas can you add to...? What solutions would you suggest for...? What do think the outcome/solution should be and why? How might...affect...? What are the exceptions?	What is the most important...and why? What criteria would you use to assess...? How would you create or design a new...? What are other interpretations? Why are there exceptions?

Sample Content Plan | Title of Presentation

Although many formats will work as a tool for writing a comprehensive instructional plan for a training, class, or coaching session, as the official planning form for Ohio’s resource and referral network, this tool is widely used and recognized across the state. To see a sample of a completed *Content Plan*, visit www.ohpdnetwork.org.

Learner Objectives	Alignment to Core Knowledge	Outline of Content	Timeframe	Teaching Method
<p>List 3 objectives for the session participants using measurable, behavioral terms (e.g. describe, discuss, list, demonstrate, state, explain, identify, plan, utilize, etc.)</p> <p>These should state knowledge or skills the participant would be able to demonstrate. You should be able to start your objective with the phrase “At the end of this session the participant will be able to” and have it make sense.</p>	<p>List the competency or competencies from the Ohio Core Knowledge & Competencies document (see the document on the www.ohpdnetwork.org website) that best align to the learner objective described.</p> <p>Cite the Core Knowledge area, sub-category, and competency number. (It is expected that 1-3 competencies might be addressed per session.)</p>	<p>Provide an outline of the content to be presented for each objective.</p> <p>Restatement of the objective is not acceptable as content.</p>	<p>State the number of minutes per objective.</p> <p>Note: Must add up to the total minutes for the session</p>	<p>Describe the teaching method and learner assessment methods to be used for each. (For example: lecture, demonstration, small group activity)</p>
<p>Please indicate the type of evaluation method or tool you will use for evaluation of the presentation (e.g. agency supplied evaluation form, conference evaluation form, pre-post test, participant presentation, etc.).</p>				



Being able to create a productive and positive learning experience for early childhood professionals – whether in a group or individually – requires a keen understanding of how we all learn and the ability to blend all the right “ingredients” together. Providing engaging and exciting opportunities for learners in a one-time workshop or semester-long class is an important part of the process. As a facilitator of others’ learning, a key skill you need is the ability to assess where learners are in their knowledge and competence, provide a situation in which the application of new concepts or skills is just challenging enough, and give the appropriate type and amount of support to help them succeed.

Principles of Adult Learning

In this resource, 12 Principles of Adult Learning are described that are good to keep in mind as you are evaluating the level of engagement of participants in the moment.





Principles of Adult Learning

If things just don't seem to be working during a training, run through these principles in your mind and see if there's one that provides the key to making an effective adjustment. Note: The author of the original material used the term "facilitator" and "facilitation" to connote the role of the instructor/trainer.

Readiness to Learn	Without learner readiness, there's resistance, and learning doesn't take place. The facilitator should encourage the participant to discuss his or her resistance openly. Once the nature of the resistance is understood, it can be addressed.
Active Involvement in Learning	Adults learn best when they are active participants in the learning process rather than passive recipients. People learn by doing. Allow participants to practice the skills being taught; maximize the time spent in practice and application through role play, case studies, demonstration and practice, participant presentations, and so forth.
Self-Directed Learning	Adult learners are responsible for their own learning and are capable of self-direction. The facilitator must engage the learners in a process of inquiry and decision-making and not just give information or knowledge to them.
Trial & Error	Making mistakes is another way adults learn. Success motivates adults and makes them want to learn more, but they tend to remember mistakes and want to know how to correct them. As a facilitator, allow participants to make mistakes and to learn from them. Create a safe environment for trial and error while ensuring that the successes are reinforced and the learners capture those lessons learned.
Building on Experience	Adults learn by connecting new information with what they already know, moving from the known to the unknown. Some techniques to understand the audience's knowledge and experience include pretests, icebreakers (exercise or activities that bring everyone to a common understanding), participants profiles, and soliciting pre-course information by having participants respond to the course objectives.
Sensory Learning	Although adult learners use all their senses, individuals usually have a dominant or preferred sense on which they rely for learning new things. Facilitation usually addresses the senses of sight (visual learning), hearing (auditory learning) and touch (kinesthetic learning). Visual learners must see what they're learning – for example, via graphics, printed materials, PowerPoint slides, posters, and such. Auditory learners must interact with and apply content through listening and speaking – for instance, via discussions, music, oral presentations, acronyms, and so on. Kinesthetic learners interact with and apply content in a physical way. That need can be met through hands-on practice, such as taking notes, drawing pictures, building objects, and creating flipcharts.



Less is More	Effective facilitators take complex or new material and organize it in a simple way so participants can easily understand and apply the new information and skills. To manage the amount of material, content should directly align with specific learning objectives; content that doesn't fit those objectives should not be included. This allows time for skill practice and reinforcement.
Building on Theory	Helping participants understand why the learning is important and putting it in context make the learning easier. Adults want theory presented in the context of applicability to the job and to real-life situations. Facilitators need to make clear the course's relevance to the learners' situations. They must be able to link the course objectives and content to the adult learners' need to know.
Practice	Adults want to learn things that will help them solve a problem, do a task, or prepare for a position. Therefore, a key learning ingredient is practice, which not only increases proficiency but also increases the probability of retention.
"First Crack"	Training must be facilitated so that learners can get "first crack" at discovering the content as much as possible. If they know at least something about the content, then a discussion or activity is appropriate - not a lecture during which they remain passive.
Feedback	Adults want and need feedback. Facilitators can give it through knowledge testing, skill practice checklists, role play, and case studies. Peer learners and you as facilitator can provide feedback on participants' comments as they are made or during debriefing activities.
Individual Differences	Every participant brings a unique background, perspective, and set of personal biases, and each one learns differently. In addition, every adult learns at his or her own pace. Your job is to bring the slower learners along while challenging the faster learners. Individual differences become greater with age and experience, including differences in learning style, time and place of learning, and depth of knowledge and expertise. Facilitators must accommodate different learning styles and depth of knowledge.

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Many great evaluation forms and tools are available to use. Here we include two complete evaluations that you may reproduce and use in your own work.

Training Feedback Form

This is a fairly standard form that would be used for a learning experience that followed a workshop format. Feel free to adapt it to your own needs. And remember, the better the questions, the more helpful the feedback.

Facilitator Self-Assessment

This rating scale is a tool for you to use to assess yourself on six skills that every good instructor, trainer, or coach/mentor must possess: credibility, creating a learning environment/climate, communication, presentation/facilitation, use of instructional/learning strategies, and use of media. Honestly assess your skills regularly and make a plan for improving those skills that are weak.





Training Feedback Form

Name _____

Address _____

City _____

State _____

Zip _____

Email _____

Phone _____

Instructor _____

Date _____

Organization _____

Location of Training _____

1. Please rate the content of the training by circling the number that is most appropriate.

	Definitely Not			Definitely So	
The material is interesting.	1	2	3	4	5
It's relevant to my work.	1	2	3	4	5
It has benefited me personally.	1	2	3	4	5
It will benefit my work.	1	2	3	4	5

3. Other comments:

2. Please rate the instructor by circling the number that is most appropriate.

	Definitely Not			Definitely So	
The instructor was prepared.	1	2	3	4	5
She/he maintained my interest.	1	2	3	4	5
She/he showed mastery of the material.	1	2	3	4	5
She/he encouraged my participation.	1	2	3	4	5
She/he changed my perspective.	1	2	3	4	5

4. Suggestions for improving the learning experience:

Notes



A series of horizontal lines spanning the width of the page, providing a space for writing notes. The lines are evenly spaced and extend from the left margin to the right margin.



Facilitator Self-Assessment

Instructions: The following is a list of behaviors involved in effective facilitation skills. Given your level of experience in each of these skill areas, rate your ability to demonstrate these behaviors by circling the number that is most appropriate.

- 1- Very Little or No Ability: I have never done this and I know nothing about it.
- 2- Average Ability: I have done this once or twice but feel that I have a lot to learn.
- 3- Above-Average Ability: I have done this several times; I understand the principles behind it and do it well.
- 4- Great Deal of Ability: I am so good at this that I could teach others.

Credibility

- | | | | | |
|--|---|---|---|---|
| 1. I demonstrate appropriate personal and professional behavior. | 1 | 2 | 3 | 4 |
| 2. I demonstrate subject content knowledge (depth and breadth). | 1 | 2 | 3 | 4 |
| 3. I make linkages to organizational realities. | 1 | 2 | 3 | 4 |

Learning Environment and Climate

- | | | | | |
|---|---|---|---|---|
| 4. I involve participants in establishing and maintaining the learning environment. | 1 | 2 | 3 | 4 |
| 5. I use opening (warm-up) activities to gain participant involvement. | 1 | 2 | 3 | 4 |
| 6. I manage group interaction, draw in quiet participants, and manage participants who try to monopolize the interaction. | 1 | 2 | 3 | 4 |
| 7. I integrate adult learning principles into the course delivery. | 1 | 2 | 3 | 4 |

Communication Skills

- | | | | | |
|---|---|---|---|---|
| 8. I use appropriate verbal and nonverbal communication methodology. | 1 | 2 | 3 | 4 |
| 9. I use examples that are familiar to participants. | 1 | 2 | 3 | 4 |
| 10. I provide complete and timely feedback to participants. | 1 | 2 | 3 | 4 |
| 11. I provide time for participants to structure/frame and ask question and voice concerns or issues. | 1 | 2 | 3 | 4 |

Presentation/Facilitation Skills

- | | | | | |
|---|---|---|---|---|
| 12. I effectively use my voice (tone, projection, inflection), gestures and eye contact. | 1 | 2 | 3 | 4 |
| 13. I effectively use examples, such as stories and personal experiences, as well as humor. | 1 | 2 | 3 | 4 |
| 14. I effectively use various questioning techniques. | 1 | 2 | 3 | 4 |

Continued on next page



Facilitator Self-Assessment continued

- | | | | | |
|---|---|---|---|---|
| 15. I effectively paraphrase or restate participants' questions, comments and observations in an effort to make sure I (and the other learners) understand. | 1 | 2 | 3 | 4 |
| 16. I promote participant discussion and involvement. | 1 | 2 | 3 | 4 |
| 17. I keep discussions on topic and activities focused on outcomes. | 1 | 2 | 3 | 4 |

Instructional/Learning Strategies

- | | | | | |
|---|---|---|---|---|
| 18. I implement a variety of instructional or learning strategies (such as guided discussions, case studies, role play, small group work with feedback, and assessments). | 1 | 2 | 3 | 4 |
| 19. I plan and facilitate debriefs so that all learning is processed. | 1 | 2 | 3 | 4 |
| 20. I adjust activities, time, pace, content, and sequencing to accommodate specific learners' needs. | 1 | 2 | 3 | 4 |

Media

- | | | | | |
|---|---|---|---|---|
| 21. I effectively use media (video, overheads, computer projection, wallboards, props, and flipcharts) as needed. | 1 | 2 | 3 | 4 |
| 22. I demonstrate an ability to substitute, change, or add media as needed. | 1 | 2 | 3 | 4 |

In this final section of resources, we've included general information that we hope you'll find helpful.

Tips for College Instructors

We've asked two veteran college faculty who have taken the initiative to implement the CKC in their early childhood teacher preparation programs to share strategies and tips for their higher education colleagues.

Glossary

Acronyms and program brand names abound in Ohio's early childhood professional development landscape. This glossary includes descriptions of many of the most common acronyms and brand names currently in use, including state and national agencies and organizations, statewide programs, assessment instruments, and related resources.

References and Recommended Resources

Two lists have been provided by the professional development experts who made up the writing teams that developed the CKC Instructors' Guide:

- references used in the compilation of the Guide; and
- resources recommended for trainers and other professional development specialists.



Tips for College Instructors

Institutions of higher learning in Ohio play a crucial role in the preparation of an early childhood professional workforce that is knowledgeable and competent in all areas of practice. As a framework and source of common language for viewing early childhood professional practice, *Ohio's Early Childhood Core Knowledge & Competencies* is a document that can serve the community of 2- and 4-year early childhood teacher educators in many ways. The following suggestions were provided by faculty who teach early childhood education students in Ohio colleges and who have discovered valuable ways to incorporate the CKC into their work. We share them with you as ideas that we hope will inspire your own use of the CKC and will encourage discussions among colleagues, within and outside of higher education, about better serving the educational needs of the early childhood professional community.

At the Course Level:

- Use the CKC to write learner objectives and outcomes, matching the level of the competencies to the level of the course within the degree program.
- Develop student assessments based on CKC competencies, whether written, observation-based, or portfolio-based.
- Use the competencies to design relevant field experiences, assignments and assessments.
- Informally assess students' competency level at the beginning of a course to determine the need to adjust instruction.
- For courses in program administration, use the CKC competencies in developing staff job descriptions and performance evaluations.
- For beginning courses, introduce the concept of early childhood professional dispositions (pg. 4, CKC).

At the Program Level:

- Use the CKC to evaluate your current courses to ensure that all content areas are adequately addressed and at all levels of competency appropriate to the degree(s) offered.
- Use the CKC as a self-assessment tool for faculty to identify their own strengths and areas of expertise and to identify content areas that should be emphasized when recruiting new faculty.
- Use the CKC framework to develop new courses to fill any gaps identified in the evaluation process.

- Use Appendix D in the CKC (pgs. 51-57) to inform faculty and administrators of the alignment of the six content areas with NAEYC Professional Preparation Standards for degree programs, as well as NAEYC accreditation standards for early childhood programs and DEC recommended practices.
- Use the Professional Development content area in the CKC to identify strategies for encouraging a sense of professionalism among all ECE students (e.g., requiring membership in a professional organization or supporting a student chapter of a professional organization).
- Use the CKC to develop a student assessment that would track each student's progress from entry into the program to graduation.

At the System Level:

- Use the CKC as a tool to facilitate discussions regarding articulation:
 - between programs offering the same degree level;
 - from 2-year to 4-year programs; and
 - of non-credit professional development.
- Use the CKC as a recruitment tool, to inform potential students of demands of the profession and of the nature of professional preparation.

Glossary

The following list includes terms, titles and acronyms that you are likely to encounter in working within various sectors of Ohio's Early Care and Education community. It is intended to be useful and informative but not all-inclusive. We've also included a link to each entry's website, as applicable, so that you can find out more information and access further resources.

Ages and Stages Questionnaire (ASQ) - ASQ is a low-cost, reliable tool for screening children for developmental delays during the crucial first 5 years of life. Parents complete the simple questionnaires, and the results alert professionals when a child needs more in-depth assessment. <http://www.agesandstages.com>

Career Pathways Model - The Career Pathways model uses one framework to integrate the pathways of formal education, training, experience, and specialized credentials and certifications for all early childhood professionals. Early childhood professionals accumulate "Points" along each of four pathways -- formal education; inservice training and continuing education; experience; and credentials and certifications. Total points assign the early childhood professional to one of 6 professional designations. **The Professional Development Registry** serves as the common tool that allows professionals in the early childhood field to document and quantify their professional growth and accomplishments, and by doing so to define and advance the profession. In addition, it will allow Ohio to have an up to the minute picture of the early childhood workforce. Information will be provided to professionals, through the registry, that assists them with advancing on the career pathways. Note: The six professional levels of the Career Pathways Model are the basis for the CKC competency levels. See page 5 of the CKC document for further explanation. <http://www.ohpdnetwork.org/?wid=1>

CDA - The Child Development Associate is a national credentialing program administered by the Council for Early Childhood Professional Recognition in Washington, DC that is designed to enhance the quality of child care. The CDA Credential is awarded to individuals who have completed the national CDA requirements and who have proven their competence to work with young children and their families through a process of on-the-job performance evaluations, review by other early childhood professionals, and successful completion of an assessment by the national Council for Early Childhood Recognition. <http://www.ndchildcare.org/training/cda.htm>

[Ohio's Early Childhood] Core Knowledge & Competencies - Developed by the Ohio Professional Development Network (OPDN), The Ohio Core Knowledge & Competencies for Early Childhood Professionals is based on the understanding that there are critical areas of knowledge and skills that are necessary for early childhood professionals to have if young children are to thrive under their care and strives to clearly communicate the nature of these critical areas of professional practice. http://www.occr.org/core_knowledge/CoreKnowledge.pdf

The Devereux Early Childhood Assessment (DECA) - Is a nationally normed assessment of within-child protective factors in preschool children aged two to five. Based on resilience theory, this comprehensive system is made up of a 5-step system designed to support early childhood teachers, mental health professionals, and parents in their goal of helping children develop healthy social/emotional skills and reduce challenging behaviors. http://www.devereux.org/site/PageServer?pagename=deci_preschool

Early Childhood Quality Network (ECQ-Net) - Located at The Ohio State University and housed within a center in the College of Education. Q-Net staff and consultants are drawn from several previous Federal and state funded projects that provided training and technical assistance to Head Start grantees and early childhood programs. Their services include Consulting Services and Technology Services to early childhood organizations and agencies at the state, regional, and national levels. <http://www.ecqnet.org/ecq/res.cfm>

Glossary

[Ohio] Early Learning Content Standards (OELCS) - Provide the guidance required to help all of Ohio's youngest children enter kindergarten ready for success. These standards describe the knowledge and skills that can serve as a foundation for meaningful early learning experiences. They are aligned with kindergarten through grade 12 and thus provide a from preschool grade connections, teaching strategies and transaction practices. In December 2003, the State Board of Education adopted these standards, an important step in the creation of seamless P-12 education system. <http://www.ode.state.oh.us>

[Ohio] Early Learning Program Guidelines - The guidelines were developed to provide a framework for all programs funded through ODE to better meet the educational needs of children whom they serve. The guidelines delineate the desired outcomes, goals and indicators of early learning programs. <http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=748>

Early Learning Initiative (ELI) - A collaboration between the Ohio Department of Education (ODE) and The Ohio Department of Job and Family Services (ODJFS) that is designed to provide children, often identified as at risk of school failure, with educational experiences that will help them enter kindergarten ready for success. <http://jfs.ohio.gov/cdc/docs/earlylearninginitiative.pdf>

Environment Rating Scales - There are four environment rating scales, each designed for a different segment of the early childhood field.

- Each one of the scales has items to evaluate: Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Parent and Staff Education.
- The scales are suitable for use in evaluating inclusive and culturally diverse programs.
- The scales have proven reliability and validity.

The scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home (Whitebook, Howes & Phillips, 1995). <http://www.fpg.unc.edu/~ecers/>

- **Infant/ Toddler Environment Rating Scale (ITERS)**
Designed to assess group programs for children from birth to 2½ years of age
- **Early Childhood Environment Rating Scale (ECERS)**
Designed to assess group programs for children of preschool through kindergarten age, 2½ through 5.
- **Family Day Care Environment Rating Scale (FDCERS)** –
Designed to assess family child care programs conducted in a provider's home for children from infancy through school-age.
- **School Age Care Environment Rating Scale (SACERS)**
Designed to assess group-care programs for children of school age 5 to 12.

First Steps - Ohio's Infant/Toddler Initiative, consists of twenty-four infant/toddler specialists who are housed in the resource and referral agencies around the state. All of the infant/toddler specialists were trained in and receive ongoing support to maintain rater reliability on the Infant Toddler Environment Rating Scales (ITERS) assessment tool. Specialists are also certified as trainers in the Program for Infant Toddler Caregivers. <http://www.occr.org/firststeps.htm>

Glossary

Get It Got It Go! (GGG) - An assessment tool for measuring the developmental growth of young children and determine if intervention is necessary. This tool communicates and collaborates about a child's progress over time and about intervention plans to improve child outcomes. Get it Got it Go! is part of the Center for Early Education Development in the College of Education and Human Development at the University of Minnesota. Get it Got it Go! is funded by the U.S. Department of Education. <http://cehd.umn.edu/ceed/projects/ggg/default.html>

Head Start - The Head Start program provides comprehensive developmental services for America's low-income, preschool children ages three to five and social services for their families. Head Start provides diverse services consistent with goals for: education, health, parent involvement and social services. Also includes American Indian Head Start, Migrant Head Start, and Early Head Start, which expands the benefits of early childhood development to low-income families with children under three and to pregnant women. Grants to conduct Head Start programs are awarded to local public or private not-for-profit, or for-profit agencies. The Head Start Bureau, ACF is responsible for administering this program. <http://www.acf.dhhs.gov/programs/hsb>

Help Me Grow (HMG) - HMG is Ohio's birth to 3 systems that provides state and federal funds to county Family and Children First Councils to be used in conjunction with state, local and other federal fund to implement and maintain a coordinated, community-based infrastructure that promotes trans-disciplinary, family-centered services for expectant parents, newborns, infants and toddlers and their families. The Ohio Department of Health, Bureau of Early Intervention Services is the lead agency administering the Help Me Grow program in Ohio. <http://www.ohiohelpmegrow.org>

[Ohio's] Infant and Toddler Guidelines - The Infant and Toddler Guidelines provide knowledge of how young children progress through three distinct ages of infancy and where they stand developmentally The guidelines are designed to be utilized for three broad yet critically important constituencies: parents, providers and policy makers, and are intended to strengthen our ability to provide responsive, reciprocal and respectful care. <http://www.occrra.org/inf-todd/Files/InfantToddlerGuides.pdf>

KRA-L - The Ohio Department of Education (ODE) has developed a brief assessment tool, the Kindergarten Readiness Assessment – Literacy (KRA-L) that will help teachers identify early reading skills. The KRA-L is required of all children entering kindergarten in public schools for the first time. It is not required for children being retained in kindergarten. The assessment measures skill areas important to becoming a successful reader. It also helps teachers plan for experiences and lessons that encourage reading. <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1366&ContentID=3930&Content=38077>

National AfterSchool Association (NAA) - National AfterSchool Association is the only national professional association for the afterschool field. With over 9,000 members and 36 state affiliate organizations, NAA represents the voice of the afterschool field in the areas of professional development, program quality, public policy and current issues affecting children and youth in their out of school time. NAA's membership includes practitioners, policy makers, researchers, and administrators representing all public, private, faith-based, school-based and community-based sectors. NAA's members work in school age child care programs, 21st Century Community Learning Centers, Boys and Girls Clubs, YMCA's, 4H, Parks and Recreation Departments, and other before school, after school and summer programs. <http://www.naaweb.org/>

National Association for the Education of Young Children (NAEYC) The National Association for the Education of Young Children is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high performing and inclusive organization. Founded in 1926, NAEYC is the world's largest organization working on behalf of young children with nearly 100,000 members, a national network of over 300 local, state, and regional Affiliates, and a growing global alliance of like-minded organizations. Membership is open to all individuals who share a desire to serve and act on behalf of the needs and rights of all young children. <http://www.naeyc.org>.

Glossary

National Association for Family Child Care (NAFCC) - The National Association for Family Child Care is a non-profit organization dedicated to quality child care by strengthening the profession of family child care. NAFCC is dedicated to advocating for the family child care profession by collaborating with other local, state and national organizations who contribute to the family child care field to increase awareness about and improve the quality of family child care. <http://www.nafcc.org/include/default.asp>

National Child Care Information and Technical Assistance Center (NCCIC) - Is a service of the Child Care Bureau, Office of Family Assistance, that serves as a national clearinghouse and technical assistance center that links parents, providers, policy-makers, researchers, and the public to early care and education information. <http://www.nccic.org/statepro.html>

Ohio Afterschool Network (OAN) - Serves as a vehicle to positively impact the afterschool environment in by bringing together a number of systems and stakeholders, including policymakers, educators, parents and service providers in communities to advocate with a unified voice for sustainable investments in safe, healthy, nurturing afterschool learning experiences. <http://www.ohioafterschoolnetwork.org>

The Ohio Association for the Education of Young Children (Ohio AEYC) - The state affiliate of NAEYC, Ohio AEYC has nearly 4,000 members. Ohio AEYC is a statewide organization of early care and education professionals, with 15 local affiliates around the state, whose mission is to advocate for the early childhood workforce, quality care and education for young children and families; and provide leadership and professional development opportunities for the early care and education community. <http://www.oaeyc.org>

The Ohio Child Care Resource & Referral Association (OCCRRA) - Is a statewide association for child care resource and referral agencies (CCR&Rs). OCCRRA's membership consists of community-based child care resource & referral agencies providing services to families, early childhood professionals, and communities throughout Ohio. Along with direct services to over 40,000 Ohio families each year, Ohio CCR&Rs are involved in community activities which improve child care for all children. This includes efforts to improve laws, regulations, policies and funding. <http://www.occrra.org/index.html>

Ohio Family and Children First (OFCF) - Is a partnership of state and local government, communities and families that enhances the well-being of Ohio's children and families by building community capacity, coordinating systems with internal and external communication that promotes the existence and work of the FCFCs as well as implementation strategies for county initiatives utilizing media literacy, media advocacy, and social marketing to engage and empower families. <http://www.ohiofcf.org>

The Ohio Head Start Association, Inc. (OHSAI) - As a professional organization, OHSAI is dedicated to advocacy, training and providing support which enhances and fosters growth of individual members, member agencies, partners and others who impact the lives of children and families. <http://www.acf.hhs.gov/programs/hsb/index.html>

The Ohio Professional Development Network (OPDN) - Provides a forum for input and involvement of early childhood and afterschool advocacy and professional organizations, and their public and private partners to examine early childhood professional development initiatives. This collaborative partnership continues its efforts to strengthen and build a system that provides support for the continued growth, learning, and advancement of early childhood professionals in Ohio. <http://www.ohpdnetwork.org>

Program Administration Scales (PAS) - The PAS is designed to measure the quality of leadership and management practices of center-based early childhood programs in ten areas: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications. The profile generated by completing the PAS provides a snapshot of the current quality of a program from an organizational perspective as well as clear guidelines for incrementally improving administrative practices. The tool was developed by McCormick Tribune Center for Early Childhood <http://cecl.nl.edu/training/pas.htm#option5>

Glossary

Ready to Learn - Ohio Ready to Learn is a service provided by all of Ohio's eight public television stations. In addition to children's programming specially designed to meet the educational needs of preschool and school-age children, Ready to Learn also offers professional development workshops, seminars and resource materials particularly designed for Family Child Care professionals. These professional development opportunities are funded by ODJFS and are offered at no cost to participants. <http://www.oets.org>

Research Connections - Research Connections is a unique resource that promotes high quality research and the use of that research in policymaking. Through a free, easy to use website, one can quickly search the full text of thousands of resources relevant to the field of child care and early education. Interactive tools allow users to refine their searches, download full text documents, build customized tables on state policies, compare state demographics, and analyze research data online. This comprehensive and unbiased collection includes scholarly research, policy briefs, government reports, data, and instruments from a wide range of disciplines and sources, including multiple federal agencies. Research Connections compiles and distributes bibliographies, develops issue briefs, and synthesizes research on key topics. <http://www.researchconnections.org>

Resource and Referral Agencies (R&R) - A statewide network of child care resource and referral agencies that provide services to families, child care providers, employers, and the community. <http://www.occrra.org/index.html>

Standards of Care & Teaching for Ohio's Infant & Toddlers
This document identifies what is foundational and essential for programs in supporting the development and learning of infants and toddlers. It is one of three resources focused on infant and toddler caregiving. The first, *Ohio's Infant & Toddler Guidelines*, focuses on care and learning from the perspective of the child. The third resource to be developed will be Ohio's Standards for Professional Practice, will address the care and learning of infants and toddlers from the perspective of the early childhood professional.

State Support Teams (ODE) - The 16 State Support Teams are responsible for the regional delivery of school improvement, literacy, special education compliance, and early learning and school readiness services to districts using the Tri-Tier Model, a differentiated technical assistance structure of support based upon need. Note: The State Support Teams are undergoing restructuring at the time this writing. Please visit the website and/or contact your local SST for updated information about available services. <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=624>

Step Up To Quality (SUTQ) - Ohio's voluntary Three-Star Quality Rating System that recognizes and promotes early care and education programs that meet quality benchmarks over and above minimum health and safety licensing standards. The steps are based on national research identifying the key benchmarks that lead to improved outcomes for children. These benchmarks include low child to staff ratios, group size, accreditation, staff education, specialized training, improved workplace characteristics and early learning standards. <http://www.stepuptoquality.org>

21st Century Community of Learning Programs - This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. <http://www.ed.gov/programs/21stcccl/index.html>

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Recommended Resources for Instructors

These resources are recommended for trainers and other professional development experts by the Instructor Guide writing teams.

Bloom, Paula Jorde (2000). *From the Inside Out: The Power of Reflection and Self-Awareness*. Lake Forest, Illinois: New Horizons.

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Visit the Ohio Professional Development Network website for additional resources, forms, tools, and much more!! <http://www.ohpdnetwork.org/>

The Writing Teams

Many committed, talented and knowledgeable people contributed their time and expertise to the development of this resource. As with the Core Knowledge & Competencies document, writing teams made up of a cross-section of professional development experts worked diligently to ensure that this document would be relevant, current, and useful to Ohio’s early childhood professional development community. A special thank you for the hard work of the following writing team members (leaders’ and facilitators’ names are bolded).

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Wendy Grove	ODH/Help Me Grow	Gail Nelson	Starting Point
Lea Ann Hall	OSU Child Care Center	Sandy Owen	Cincinnati State Tech./Comm. College
Kathy Hills	ODJFS	Marie Pashi	Cincinnati-Hamilton Co. CAA
Jerri Helmreich	Consultant	Pam Perrino	Raymond John Wean Foundation
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If you want to be happy,
set a goal that commands your
thoughts, liberates your energy
and inspires your hopes.

— ANDREW CARNEGIE

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Career resources for early childhood & afterschool professionals