

# Minnesota Framework for Universal Multicultural Instructional Design

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## Meeting the Needs of All Learners

Center for Early Education and Development, University of Minnesota, with guidance and funding from the Minnesota Department of Human Services Child Development Services

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This document includes an introduction to the Minnesota Framework for Universal Multicultural Instructional Design, the framework itself, and an index for training strategies. The Framework is a tool that a) reflects current and emerging theory and practice for supporting all learners and instructors; b) supports instructors in valuing the knowledge and experience of the learners in addition to the content and activities in the curriculum; and, c) supports variety of early childhood learning experiences and audiences in order to be inclusive in training design and delivery. The document identifies four foundations for Universal Multicultural Learning Design: 1. What we learn/what we teach; 2. How we learn/how we teach; 3. How we access support services/how we support learning; and, 4. How we demonstrate what we have learned/How we assess learning. Each foundation includes key principles, reflective questions, and examples of types of strategies that illustrate the principle. The framework is intended for those who develop, deliver, facilitate, and fund professional development in early childhood care and education.

## ACKNOWLEDGEMENTS

**The Minnesota Framework for Universal Multicultural Instructional Design is built on prior work and commitment from many partners. The authors would like to spotlight key contributors in this Minnesota-based expression of the work of scholars and practitioners from across the globe.**

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**Professional development experts and cultural adapters.** Angele Passe, Marian Hassan, and Sue Heisler provided expertise from developing and delivering professional development in diverse communities. Vicki Hawley (CEED) and Angele Passe have actively used the Framework in training development and revision since fall, 2013.

**Advisory Committee.** Many professionals from a range of roles in early childhood care and education contributed input, insight, and feedback to this Framework, including representatives from family child care, center-based care and education, school-based education, parent education, higher education, trainers, writers, consultants, professional organizations, and diverse language and cultural committees. The authors would like to thank: Ada Alden, Sharon Bergen, Katy Chase, Cindy Croft, Lillian Duran, Betty Emarita, Carlos Gallego, Marian Hassan, Sandy Heidemann, Sue Heisler, Jesse Kao Lee, Jane Kretzmann, Sandy Myers, Angele Passe, Terry Vasquez, and Cory Woosley.

### What is next for the Framework?

Although the written framework for universal multicultural instructional design recently moved out of the "draft" stage, it is still an evolving document. Additional references/citations will soon be added along with the appendices and recommendations for distribution. This version was uploaded to the website in order for interested colleagues to explore and begin to use the framework. Further iterations and/or revisions are likely, since the original Framework was written with expert training developers in mind. Since the user audience includes writers and trainers across a continuum of expertise, the authors hope to create visual or electronic variations, DHS will be funding the development of training for both curriculum writers and trainers on this framework, with particular application to the development and delivery of non-credit based training for child care. For questions, call or email Vicki Hawley [hawle050@umn.edu](mailto:hawle050@umn.edu) 651-214-1066.

# Minnesota Framework for Universal Multicultural Instructional Design:

## Meeting the Needs of All Learners

### *Introduction and FAQs*

***What is the framework?*** It is a tool that helps writers and deliverers of professional development include the background knowledge and experience of the learners in the learning/teaching process. The framework recognizes that early childhood care and education professionals bring values and practices from their families, cultures, and individual learning experiences into the professional development event. With that in mind, training curricula address new knowledge and skills but also reflect and/or invite expertise and experiences from both instructor and learner. This framework consists of the four foundations from the Integrated Multicultural Instructional Design and the key principles that support them (Higbee, 2008): how adults learn and teach, what adults learn and teach, how support services are accessed or provided, and how learning is demonstrated and assessed.

Adult learning experiences in the early childhood and school aged community are wide-ranging in context, delivery, and audiences. Training contexts include formal credit-based instruction, training of trainers and coaches, teacher pre-service and in-service training, CEU-based, and training to meet program requirements, participant interests, and/or emerging promising practices. Delivery mechanisms include face to face, online, self-study, or a combination. Audiences include practitioners who work directly with children and families, trainers, higher education instructors, families, and other community participants who advocate for or participate in supporting young children and their families. The early childhood universal multicultural instructional design framework is conceived as supporting this variety of learning experiences and audiences.

***Why was the framework developed?*** It was developed to support inclusive learning experiences that consider and build on knowledge, experiences, and practice of *all* adults (learners and instructors).

***Where did this framework come from?*** This framework began as a list of guiding principles from the Minnesota Department of Human Services. It is built on emerging Universal Instructional Design models from higher education and has been adapted to meet the needs of a continuum of learners who are part of the early care and education community in Minnesota. Creation of the framework incorporated feedback from family educators, early childhood trainers, and community advisors from many programs and communities across Minnesota.

The principles that guide the framework arise from Universal Design for Learning (UDL), Universal Instructional Design (UID), and Integrated Multicultural Instructional Design (IMID). While each model has its own language and emphasis, all of them support training design that includes diverse ways to engage learners. Professional development that includes multiple ways to represent and act on knowledge allows learners from all communities to see themselves in the content, knowledge, and skills. The overall experience and perspective of the learner is a valued component of the overall design. (For more information about UDL, UID, and IMID, see Appendix XX).

***Who is this framework written for?*** All adult learners can benefit from this framework. They are the ones whose prior learning and experience add value to new ideas or practices. That being said, the primary target audience for this particular document are:

1. **Writers/designers of training curriculum.** This group may include higher education faculty who develop ongoing coursework or writers who develop training for the Department of Human Services or other organizations. While the framework can apply to all levels of training, the more in-depth components of this framework can be applied when the learning experiences are intensive and ongoing.
2. **Trainers who deliver the training.** Trainers are the front line people for how theory and practice find their way from the training plan into the actual training. Using universal multicultural instructional design places less emphasis on instructor-directed (expert-novice) models and more emphasis on collaborative models that intentionally ask, reflect, and value participants' real life knowledge and experiences. The framework recognizes the expertise of *both* trainers *and* participants. These collaborative principles will fit some trainers natural style well; others who are used to a more expert role may need support and professional development to let go of that familiar role, (or know how/when to employ it and when to "go with the flow" of the group). Not all examples in the framework will fit all audiences or delivery systems. For instance, some trainers may not have choices about prerequisites, locations, etc. Trainers who use this framework should bear in mind that the framework applies to a wide variety of instructional models and not all examples fit all situations.
3. **Those who commission, approve or facilitate training.** There are a variety of entities that contract for training in order to build capacity, knowledge, or meet program requirements. When the guidelines require fitting deep and/or complex content into a short time frame, it is difficult to practice the principles from this framework. Learning experiences that meet the needs of all learners must weave reflection, content knowledge, and skilled practice together in a way that honors the perspective of the learner. Funders and sponsors of training must be realistic. Content-heavy sessions, short sessions, or trainers without sufficient background make following the framework more difficult. Rather than short one-time content-rich sessions, adult learning experts recommend sequence-based progressive learning that happens over time (rather than in a one day learning experience.) This allows learners to reflect, practice, and adapt "chunks" of new information into their existing practice.

### **How to use this chart on the framework for early childhood instructional design**

There are four foundations for Universal Multicultural Instructional Design:

- I. **What we learn/what we teach**
- II. **How we learn/how we teach**
- III. **How we access support services/how we support learning**
- IV. **How we demonstrate what we have learned/How we assess learning**

The core of the framework are the four foundations and the key principles that support them. Each of the four foundations is outlined in a chart in order to provide deeper thinking and examples about the key principles. Each foundation chart includes key principles, questions, and examples of strategies that represent the key principle. Writers and trainers can use the chart to think about how they represent the key principle as well as see examples of how other trainers have met that particular principle. The chart includes:

1. **Key principles of universal multicultural instructional design** (numbered sequentially for ease of reference). The key principles came from Universal Instructional Design and have been organized to reflect the early childhood training landscape.
2. **Examples of reflective questions that writers might ask in order to think about how to apply the key principle in the training content, delivery, or practice.** The authors considered writing a framework that only included the key principles. However, writers may wonder, “what does it mean to actually DO this principle?” “How does this principle look in a training session?” With that in mind, questions are provided that may prompt writer yo consider how or whether particular principle is followed. Writers may think of other questions as they work through the framework.
3. **Putting the principle into action: training activities that show what the principle looks like in action.** The framework chart is lengthy primarily because of the examples in the right hand column. This is where the principles “come alive,” so to speak. These examples are not intended to be sequential, comprehensive, or applicable to every kind of training. Not all examples will fit every training context, delivery mechanism, or audience. They have been gathered from trainers and training courses across Minnesota as a tool to prompt the writer’s thinking—a sort of “brainstorm on paper.” Occasional rationales are provided to address the “how” and “why” of a particular activity.

This chart is meant to spur writers’ and trainers’ thinking and ideas around UMID. These ideas are offered as suggestions rather than prescriptions. There is overlap of ideas in this chart because the four foundations of UMID overlap and influence each other. In fact, writers may decide to use this chart as a working document and add their own examples.

Note: There is an index at the end of the chart that offers users a catalog of the ideas in the chart grouped by training component.

## A Chart to Help Writers and Trainers Embed Universal Multicultural Instructional Design Principles

### Foundation 1: What we learn/what we teach

| Key principles for training design   | Examples of questions to ask to determine if guidelines are met   | Putting the principle into action: training activities/rationales that exemplify the key principle  |
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| <p><b>1. Identify essential content and skills for each course and the program as a whole.</b></p> | <p>Based on the level and purpose of the training, what is most essential for participants to gain (content AND skills)?</p> <p>What are the BIG ideas (if participants leave with only 1-2 ideas/tools/skills, what would they be?)</p> <p>Do participants have background knowledge that supports participants' success in the course?</p> <p>What foundation or background knowledge do participants bring? How is this reflected in the training process?</p> <p>If there is a required foundation/prerequisite, is it made clear early in the course (or in the description)?</p> <p>How is vocabulary (professional vocabulary, idioms, etc.) used in a way that explains or uses synonyms so that participants can understand?</p> <p>Are participants in a place (cognitively, emotionally, experience-wise, etc.) that they are ready for the content?</p> | <p>--Ask questions (prior to writing) about who the typical audience may be—languages, rural/urban, degree/no degree, etc.) Depending on the contract, trainers may have limited knowledge of their audience (# of family child care/# of center-based); or, they may speak to a director or the agency to identify a range of background knowledge, challenges, strengths, etc.)</p> <p>--Write a training description that clearly identifies what people need before they attend and what they will be able to know/do afterward. Even with this, trainers use activities early in the session to connect training content/skills to participants' real lives and understanding.</p> <p>--State prerequisites in description and provide clear information as people register for the training when possible.</p> <p>--Provide multiple examples of how the content applies across a continuum of settings.</p> <p>--Use a variety of synonyms to explain professional vocabulary.</p> <p>--Maintain "cultural humility," realizing that content is influenced by theory and research, which in turn is limited by the communities where the research was gathered.</p> <p>--Begin sessions with connections to participants' real lives and then add new information along with opportunities to reflect about what it means for them</p> <p>--Stop and "check in" as the training progresses in order to see how/if participants are understanding content.</p> <p>--Acknowledge any challenges that may interfere with training participation or emotional engagement (this could be a range from a crowded room to sudden family issues that arise immediately prior to training).</p> |

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| <p><b>2. Establish course objectives that reflect/align with essential course components.</b></p> | <p>Is the alignment between course components and objectives clearly identifiable to a reader or participant?</p> <p>What might participants already know/do? Identify strategies to assess prior knowledge/ experience of participants or address potential gaps.</p> <p>Can participants re-state objectives in their own words (if professional terminology is used)? (When they read the objective, can they answer the questions like: <i>What does this mean for me? What will I be able to know/feel/do with this information? Will I have a plan when I leave?</i>).</p> <p>How does each section of the training (mini-lesson, activity, reflective question, etc.) relate back to a particular objective?</p> | <p>--Read through objectives with the lens of participants with a variety of backgrounds (as per the particular level of the training)</p> <p>--Ask a participant to give feedback on the clarity of the objective.</p> <p>--Illustrate objectives with visuals and models that make the objectives clear.</p> <p>--Check to be sure objectives address knowledge, affect/attitude, and skills. Be explicit about how objectives link explicitly to content/skills</p> <p>--Explain objectives to participants early in the course.</p> <p>--Offer more than one description about objectives, for example: "The final objective is, 'Participants will practice challenging conversations with parents.' Some conversations about difficult things are hard to have with parents—sometimes we even avoid them. Near the end of this course, you'll be able to have examples of typical challenges and practice the process here using the strategies we talk about in the other objectives,"</p> <p>--Refer back to objectives when the course shifts from one objective to another. Use summary statements and clear transitions so that participants know when they move into activities/training segments that support the next objective.</p> <p>--Clarify terminology, for instance "academic and social skills" applies to infants and toddlers, as well as preschoolers.</p> |
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| Key principles for training design  | Examples of questions to ask to determine if guidelines are met  | Putting the principle into action: training activities/rationales that exemplify the key principle  |
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| <p><b>3. Content is relevant to all participants. Do not exclude students on the basis of gaps in prior knowledge</b></p> | <p>Is content understandable by various levels of educational background?</p> <p>Are learners enabled to add culturally relevant sources of info to course content?</p>  | <p>--Gather background information from each participant (take notes for further opportunities to connect to their experience). This may be by taking notes during whole group introductions, meeting participants before the training and jotting notes on index cards, or getting to know individuals during break times. Any means of understanding participants' real situations will enable trainers to link content to real life.</p> <p>--Find out about participants in registration process, depending on the system.</p> <p>--Recognize that what some participants lack in theoretical knowledge may be balanced by their experiential knowledge.</p> <p>--Offer opportunities for reflection for participants to identify experiential knowledge that can qualify as prior knowledge.</p> <p>--Ask questions that promote reflection on content, skills, and current practice: What is it about this topic that interests you?</p> <p>--Include a variety of situations in scenarios and case studies. Avoid assumptions about income, prior experience, family make-up, etc.</p> |
| <p><b>4. Content is multicultural</b></p>   | <p>Is content reflective of diversity?</p> <p>What appropriate examples are included? What resources does the writer or trainer need to explore in order to be sure that examples, scenarios, etc. are representative of a variety of programs, perspectives? For example, the trainer/writer should ask:</p> <p>What do I need to learn in order to provide examples or ask questions that connect to the participants' understanding? (for instance, that child development research on developmental expectations have not always</p> | <p>--Use well-written case studies that reflect diverse populations to illustrate the content.</p> <p>--Include a variety of differences in examples and visuals, not just race and language (educational, early childhood setting, years of experience, geography, learning styles, etc.)</p> <p>--Encourage discussion in which participants provide their own scenarios that reflect cultural contexts and applications for the material. (This strategy takes time and relationship, so depends on length/depth of training course.)</p> <p>--Ask the group to describe how the families they serve manage routines like feeding and napping.</p> <p>-Comment respectfully on similarities and differences among the group.</p> <p>--Model acceptance and a willingness to hear various points of view in order to support parallel process for practitioners, parents, and children.</p>   |

| Key principles for training design | Examples of questions to ask to determine if guidelines are met   | Putting the principle into action: training activities/rationales that exemplify the key principle  |
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|                                    | <p>been normed on a wide diversity of children.)</p> <p>How will the participants see themselves in the content?</p> <p>Are assignments authentic, culturally sensitive?</p> <p>What might be happening in the lives of participants that affect how they view an example or participate in an activity?</p> <p>Have I checked my internal filters about values, norms, expectations, assumptions?</p> <p>Are there resources I need to access or people I need to approach to review content through diverse lenses?</p> | <p>--Provide resources where appropriate, understanding that families and child home realities vary greatly. --</p> <p>--Some children live in families who constantly hear of war situations and resulting losses, whether they are American born or not (resources that are available for military families may fit other communities dealing with the presence of potential loss).</p> <p>--Check in and talk to participants about what issues they might be dealing with—it is helpful to offer support and referrals to other services as needed.</p> <p>--Offer opportunities for communities/participants who are new to the US to compare their experiences in the U.S. vs. the home culture. Sharing how things are done here vs. the home country can offer insight and new opportunities for cultural understanding and adaptation as well as accommodation for the old culture. Allow time to examine implications of biculturalism.</p> <p>--Facilitate discussion opportunities for participants to share: “how would you and/or your family interpret this experience?” For instance, ask this question after exploring the sensory value of messy play. If the response is, “the families I serve would not approve of messiness,” ask, “what are some ways that you offer opportunities for children to freely explore art materials?” so that multiple values may be explored in order to better understand the link between beliefs and caregiving activities.</p> <p>--In a Child Development training, present a visual example developmental milestones across different cultural groups (TACSEI)*</p> <p>--Demonstrate cultural humility (openness to the ways of other people groups) by being open to and respectful of diverse opinions. Some may be overt. Many are underlying assumptions that can show up in examples, activities, scenarios, and roles. For example, when training on nutrition, ask about what people do or do not eat before passing out menus that assume all groups eat meat or cook a particular way. Many times an visible difference can have an underlying value</p> |

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|                                    |   | <p>that others also consider as important, even though they may not choose the same visual expression. For instance, many family groups have values around respectful or modest dress but far different visual specifics. Here are some other examples to consider in writing and delivering training.</p> <ul style="list-style-type: none"> <li>- Cultural calendars and holidays</li> <li>- Dietary restrictions and fasting, and the cultural norms dictating these practices</li> <li>- Differences between collectivist and individualist societies</li> <li>- Cultural norms related to eye contact, proximity, touch, and who may speak to whom under what conditions</li> <li>- Culturally acceptable gender roles</li> <li>- Levels of respect for people of different ages</li> <li>- Pace of life, meaning of time and schedules.</li> </ul> |

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| <p><b>5. Content reflects global perspectives</b></p> | <p>How does this training reflect a variety of communities?</p> <p>Are content/instructional strategies vetted within relevant cultural communities?</p> <p>What are my assumptions (as a writer or trainer) that may impact examples that I give or how I communicate?</p> <p>Is there a way to involve community members in the development of training, or how can I “check in” about level of language, diverse examples, etc. so that the training reflects and respects diverse experiences?</p> <p>As a writer and/or trainer, how do I support the process of negotiating roles and rules from home with caregiving environments? How does the training allow time/space/safety for participants to also support the notion of negotiating roles and rules from home and caregiving environments?</p> <p>As a writer and trainer, how do I stay informed about global situations so that I can support children and families who are impacted by living simultaneously in two cultures?</p> | <p>--Consider how ongoing life experiences can impact learners and communities when events in other part of the world are part of their daily lives. Minnesota is home to many people groups from around the world. Participants may have family members still living abroad, some in war-torn areas.</p> <p>--Facilitate activities that acknowledge a variety of procedures in caring for young children. Ask participants to compare experiences and/or expectations to each other and to the examples.</p> <p>--Play games from childhood in a training about learning through play. Identify the similarities (pick-up sticks, jacks, marbles, etc.) in games that may be used globally—share memories and compare one’s own experiences to those of the children in care.</p> <p>--Compare the rules of child care licensing to the common strategies for child guidance in the participants’ own upbringing? How are they the same? How are they different? What are new ways they value? What are old ways they value? What do they need in order to be successful?</p> <p>--Ask a participant to tell a folk tale from their culture in a training on oral traditions and the value of vocabulary.</p> <p>--Show pictures of a variety of ways infants are carried around the world and ask participants to share in pairs what they have in common and how they are different.</p> |
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## Foundation 2: How we learn/how we teach

| Key principles for training design  | Examples of questions to ask to determine if guidelines are met  | Putting the principle into action: training activities/rationales that exemplify the key principle  |
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| <p><b>6. Value participants' real life experiences and diverse reasons for attending training.</b></p> <p><b>7. Seek participant knowledge and perspectives in order to co-create and enrich content.</b></p> | <p>How are participants invited share their past experiences? (Where in the training? Which activities?)</p> <p>How do prior learning experiences shape participants' perceptions of course content and processes?</p> <p>What strategies help participants feel included and valued?</p> <p>Why are you here? What do you already know? What do you want to learn (KWL)</p> <p>How do participants contribute their own ideas and application of knowledge?</p> <p>Are there reflective (individual and group) opportunities for participants to map the training content onto their own understanding and experience? Where do participants have opportunities to tell the trainer how this content can (or does) apply to</p> | <p>--Ask how many years of experience (add up the total) &amp; reflect back to whole group to represent shared expertise.</p> <p>--During the training, participants turn to a partner and share their experience/idea.</p> <p>--Use an Agree/Disagree activity with statements read aloud.</p> <p>--Ask participants to make an audio recording to send to instructor. Audio activities are strategies to use in online training, where participants may have visual impairments, or when participants may want to plan ahead (such as telling a folk tale).</p> <p>--Allow opportunities for participants to share emails after class.</p> <p>--Create safe space to share real reasons for attending but also challenge thinking. Trainers may ask, "why are you here?" and someone might have a motive like, "I'm here because I need my CDA" or "I need the hours." Use this as an opportunity to affirm/name a larger context by responding, "Great! —WHY do you need hours?" to guide the conversation beyond filling requirements into the potential for gaining insight or new strategies.</p> <p>--Seek participant input EARLY, either via introductions, pair share, or a strategy that asks them to speak in a non-threatening way. When a participant hears his/her own voice from the beginning—it makes them more likely to participate later.</p> <p>--Participants set goals and "try out" new skills between training sessions and with intentional follow-up debriefs in the next session about lessons learned and adaptations they made in their practice.</p> <p>--In training on assessment, participants choose a "focus child" to practice between sessions and</p> |

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| <p><b>8. Use training methods that consider diverse learning styles, abilities, ways of knowing, and previous experience.</b></p> | <p>their work or how fits their frame of reference.</p> <p>What is the balance between trainer-directed dissemination of knowledge and participant contributions?</p> <p>What requirements in the training might be intimidating to some participants?</p> <p>How does the training/trainer gather and affirm others' ideas in the group?</p> <p>Does the training use multiple modalities (for instance, use literacy-based such as reading and writing and also non literacy-based such as oral, stories, songs, art; multi-media, etc.) Use activities that include reading, hearing, movement, and other senses.</p> <p>How are the visual aids and activities accessible to participants of varying physical abilities (motor, vision, auditory, etc.)</p> <p>Are there at least two modalities, even in a short two hour training?<br/>Are there more</p> | <p>think about during skilled practice within the session.</p> <p>--Include a variety of strategies for reflection, since some participants may need more time to process questions (whether learning style or language). For example, in addition to asking a whole group question, offer opportunities to "think for one minute and then we'll talk" or "jot down two ideas first."</p> <p>--Ask participants about their own expectations. What interests them about the topic?</p> <p>--Ask participants to spend time writing or drawing individually to spark thinking.</p> <p>--When reading a children's book about "differences," ask "What comes to your head about being different?"</p> <p>--When participants seem uncomfortable with a particular idea (e.g., using sand and water play in family child care), often someone else in the group is already doing the activity and would be a better advocate than the trainer. Ask, "Who is doing that now? How do you make it work?"</p> <p>--Refer back to an idea or example from a participant. "As Ruth said when she mentioned how parents responded to her new entry bulletin board, the environment can be a powerful tool in creating partnerships with parents."</p> <p>Examples, depending on the context (credit or non-credit), setting, audience, and timing of the course:</p> <p>--Advance reading (include summaries of the advanced reading during the training— summarize in plain language for those who may not have done the reading or found it difficult to understand) (Consider education level; realities of life)</p> <p>--Describe to participants that there will be a variety of experiences (small group, large group, individual thinking, practice) and why. While they may be used to (or prefer) one particular way of learning (and dread others), there is always variety among the group. Affirm their willingness to participate.</p> |

| Key principles for training design | Examples of questions to ask to determine if guidelines are met  | Putting the principle into action: training activities/rationales that exemplify the key principle   |
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|                                    | <p>modalities used in longer training?</p> <p>How are the modalities clear as part of the objectives? (Listen, examine, use, practice, etc.)</p> <p>Does the trainer need to describe why a modality is used? (“Many people are used to listening in training, but others need to move around, see or create something visual, etc. This training will give you opportunities to learn in ways that may be familiar or not as familiar—remember that your neighbor might prefer the learning style that you do not prefer.”)</p> | <p>Variety includes:</p> <ul style="list-style-type: none"> <li>--Group discussion</li> <li>--Small group then share and record each groups ideas</li> <li>--Brainstorm</li> <li>--Mini-lectures</li> </ul> <p>--Allow an option to “pass” if a question or activity is uncomfortable.</p> <p>--Instead of a “walkabout” to assess group background (where flip charts with questions are posted around the room), offer oral opportunities by greeting participants as they arrive and asking them the questions (take notes on an index card). This adaptation supports those with varying literacy and mobility access.</p> <p>--Use mini-lessons that identify key knowledge and then link to participant knowledge. Balance what the teacher knows and what the participants know.</p> <p>--Identify ways that participants may already be doing some/all of the practices in the training content—for instance, clearly articulate the link between everyday conversations and experiences to school readiness. This offers participants who are new to the idea of “school readiness” an example about how “school readiness” may consist of conversations and other everyday routines. For those who are very familiar with terms and example, taking time to articulate this link can be used as an opportunity to think about how they talk to families.</p> <p>--Use Powerpoint/IT visuals with accessibility in mind. (Some programs embed formats that make it possible for people with disabilities to access the materials; some of these IT resources may require training for the writer or trainer) :</p> <ul style="list-style-type: none"> <li>✓ Use of sans-serif font, preferably 32-point, but minimum 28-point</li> <li>✓ Thoughtful inclusion of artwork that enhances content understanding rather than distracts</li> <li>✓ Description of any photos, artwork, visuals, charts, graphs, etc., that cannot be read by a screen reader.</li> </ul> |

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|                                    |   | <p>(For example, when one slide has a comic or photo, the next slide can describe it for those who may have visual limitations.)</p> <ul style="list-style-type: none"> <li>✓ Provision of paper handouts in large print as needed</li> <li>✓ Availability of electronic version of presentation</li> <li>✓ If using Prezi, development of the presentation in PowerPoint prior to conversion to Prezi</li> <li>✓ If using video, provision of captioning on all video (Note: This can be extremely important to audience members who are not native speakers of English as well as to those with hearing impairments); if anticipating participants who are blind or have low vision, arrange for oral description of the video through the Descriptive Video Service or other mechanisms</li> <li>✓ Presenters should check in advance to be sure that all parts of the presentation file can be read via screen reader.</li> </ul> <p>--Use Handouts with accessibility in mind.</p> <ul style="list-style-type: none"> <li>✓ --12-point or larger sans-serif font, with large-print copies for participants who need them</li> <li>✓ --All documents should be accessible via screen reader</li> </ul> <p>--Rather than tabbing and highlighting headings to convert to bold print, trainers should use indent, spacing, columns, styles, and other tools that will indicate to those accessing the document via a screen reader when a new paragraph is beginning, a new topic is being introduced, or there are multiple columns of text that are not necessarily going to make sense if simply</p> |

| Key principles for training design  | Examples of questions to ask to determine if guidelines are met  | Putting the principle into action: training activities/rationales that exemplify the key principle  |
|---|--|---|
|   |  | <p>reading across a row of text. Microsoft Office, Adobe, Creative Commons, Google Docs, WebVista, Blackboard, and Moodle are just a few of the products with embedded tools that allow trainers to examine the accessibility of documents. By turning on a read tool, using style sheets, or referring to an accessibility checker built into most software products, trainers can modify existing documents to enable participants to read or hear or read and hear course materials. When training the trainer it will be helpful to demonstrate the use of these tools.</p>   |
| <p><b>9. Establish and communicate clear expectations of learning objectives, engagement and evaluation measures.</b></p> | <p>Are the learning objectives stated prior to training and revisited throughout the training?</p> <p>Where are participants asked to engage with the content and each other?</p> <p>How many different ways can participants engage? (writing, talking to a partner, large group, small group, etc.)</p> <p>How are prior experiences connected to course content?</p> <p>Do participants understand how they will be evaluated throughout the training? Will their learning be</p> | <p>--Support practice back home in order to evaluate: In a training on creating a welcoming environment for families, participants go home and use a self-assessment checklist to set goals for improvement.</p> <p>--Make expectations clear for evaluation/assessment, whether the session includes formal assessment and required work or whether the application and assessment is informal and voluntary.</p> <p>--The trainer uses intentional summary statements and segues: "We have just been exploring the value of outdoor play, and now we are going to analyze environments and see how outdoor play is encouraged or not encouraged."</p> <p>--"You can probably tell we have been spending time naming early math skills. What stands out to you from this first part of the training? Where did you have an "aha" about the children in your program?" (summary before moving on)</p> <p>--In a training session on teacher sensitivity, ask participants to turn to a partner and share a story about when they noticed a child who was struggling with a task and how they responded.</p> |



| Key principles for training design   | Examples of questions to ask to determine if guidelines are met   | Putting the principle into action: training activities/rationales that exemplify the key principle  |
|--|---|---|
| <p><b>12. Use higher order thinking skills in the training process</b></p> | <p>When are there segues or opportunities for participants to pause and write/share/etc.?</p> <p>Do the objectives use verbs that support higher order thinking?</p> <p>Are there activities that ask participants to analyze, compare, evaluate, etc.? How do these opportunities compare with the amount of time spent in “trainer talk?”</p> | <p>attention to my own attitudes helped me be motivated to try out new ideas.”</p> <p>--Offer a variety of ways to reflect, depending on the audience’s literacy level, language, learning style, etc. (write, read, talk about, sit quietly and think, etc.)</p> <p>--Include one minute individual reflective responses embedded in training.</p> <p>--Ask participants to journal between training sessions</p> <p>--Ask participants to discuss a question with a peer.</p> <p>--Give opportunity at summary points to respond to “What are you taking away from this?”</p> <p>--Allow time for thinking before responding</p> <p>--Ask participants to tell a story or draw a picture that illustrates how a concept look/could look in their setting</p> <p>--Invite participants to bring their own issues, real settings to the table. For example, in a session on designing environments for learning, ask participants to bring a photo of children writing (or a writing center) and during the session, have them analyze their own environment.</p> <p>--Have participants analyze video for effective/ineffective teaching process.</p> <p>--Ask participants write two questions to assess their own application of knowledge to practice.</p> <p>--Pass out photos of “bare” environments and have participants look at them and write or draw ways to adapt.</p> <p>--Offer case studies for participants to analyze practice</p> <p>--Demonstrate multiple levels of practice. For instance, demonstrate a parent-teacher conference as a rushed, scripted activity and another one as a reciprocal conversation and ask, “What would the parent take away from each experience in their feelings and knowledge?”</p> <p>-- Use clear language—use resources related to Blooms’ taxonomy that provide verbs that fit</p> |

| Key principles for training design  | Examples of questions to ask to determine if guidelines are met   | Putting the principle into action: training activities/rationales that exemplify the key principle  |
|---|---|---|
|   |   | multiple levels of thinking/doing, such as name/describe, problem-solve, analyze.   |
| <p><b>13. Clearly identify essential skills to cultivate for learning and practice.</b></p> <p><b>14. Integrate development of skills into content acquisition.</b></p> | <p>What are the essential skills necessary to participate and learn?</p> <p>What essential skills do participants already have?</p> <p>What are steps to scaffold participants' learning and practice new skills?</p> <p>Are participants asked to "do/practice" during the training or are they only listening?</p> <p>Are skilled practice opportunities scaffolded with examples and information that equips them for success?</p> <p>How/when does the trainer model the skills for participants?</p> <p>How do the content/skilled practice components weave together throughout the course so that participants "try out" steps in a progressively more complex manner?</p> | <p>--Provide examples (scripted role plays, case studies) that illustrate the skills before asking participants to practice on their own.</p> <p>--Offer opportunities to practice with a partner in order to make the experience safer and more comfortable.</p> <p>--Use role plays as "practice."</p> <p>--Clearly state the rationale for the activity that supports practice. For example, "in this video, try to get inside the mind of the child and the teacher. I will pause the video before this video teacher responds, and each of you should write down exactly what you would say to the child. Remember, this is not a time to write/talk about what is going on in general, but to write/say the actual words that you would use."</p> <p>--Practice a coaching conversation with a teacher who is insecure about his/her strengths. Practice a coaching conversation with a teacher who believes he/she is exemplary when you see gaps in their practice.</p> <p>--Ask participants to individualize their lesson plan based on child data they have gathered.</p> <p>--Bring pictures of changed environments to follow up sessions in order to demonstrate change.</p> <p>--Practice actual conversations. For example, if the course includes an objective about practicing a challenging conversation with a parent, participants will have multiple opportunities to practice having difficult conversations during the training (as opposed to only hearing how to do it).</p> <p>--Watch a video and identify child's motor development.</p> |

| Key principles for training design                                 | Examples of questions to ask to determine if guidelines are met   | Putting the principle into action: training activities/rationales that exemplify the key principle  |
|--|---|---|
|  |   | <p>--Develop a lesson plan that supports children who are learning English as a second language and then describe where those supports are in the plan..</p> <p>--Adapt a toy or lesson plan to meet the needs of a child with a motor delay.</p>   |
| <p>15. <b>Create a welcoming teaching/learning environment</b></p> | <p>Is the environment inclusive?</p> <p>Do participants know where to go and what to do?</p> <p>Do they see/hear their own experiences and realities reflected in examples?</p> | <p><b>Trainer is enthusiastic and approachable, e.g.,</b></p> <p>--Smile!</p> <p>--Speak slowly and clearly</p> <p>--Maintain comfortable eye contact without staring</p> <p>--Greet participants warmly as they enter</p> <p>--Be aware of cultural differences related to proximity, touch, and eye contact</p> <p>--Be aware and support inclusive environments, language, and practice:</p> <p>--Use person-first language to avoid labeling people according to one aspect of their social identity; for example: a child who is deaf, a child who is an English language learner</p> <p>--Use vocabulary that all participants will understand; avoid idioms, for example, the meaning of sayings like “preaching to the choir” will not be fully understood by all, and exclude some participants on the basis of culture and religion</p> <p>--Avoid use of derogatory terminology related to gender, race, ethnicity, age, sexual orientation, religion, disability, citizenship, or any other aspect of social identity; for example, consider what is meant by “the blind leading the blind”.</p> <p>--Take care when referring to disability not to use language that invokes pity; for example: <i>suffers</i> from dyslexia,-wheelchair-bound</p> <p>--Learn as many participants’ names as possible: (a) repeat participants’ names as</p> |

| Key principles for training design   | Examples of questions to ask to determine if guidelines are met  | Putting the principle into action: training activities/rationales that exemplify the key principle  |
|--|--|---|
|  |  | <p>they introduce themselves, (b) double check pronunciation privately when possible rather than before the entire group, (c) call on participants by name, (d) use name tags or placards/table tents as needed</p> <p>--Scaffold participation: Begin with introductions in pairs and move from there to small group discussions before expecting participants to speak before the larger group as a whole</p> <p>--Affirm and thank as participants respond.</p> <p>--Refer to their prior comments as examples.</p> <p>--In online environments, communicate timelines, when to expect responses to questions and emails (this is applicable to in-person, ongoing trainings as well)</p> <p>--Use strategies (including technology) that encourage participants to get to know each other (e.g., use of flipgrid)</p> |
| <p>16. <b>Be intentional and supportive of participant engagement.</b></p> | <p>Are there multiple ways for participants to respond?</p> <p>Are there a variety of options so that trainers can tailor strategies as they see which ones participants respond to and build on those?</p> <p>Does the training plan consider time of day, breaks, and segues so that participants have time to regain energy and motivation?</p> | <p>--Give participants options for responding, e.g., "stand or raise your hand if..." or "you may say 'pass' if you don't want to share an idea."</p> <p>--Notice when participants are enthusiastic and build on the strategies.</p> <p>--Consider optional ways to facilitate activities. For instance, use a creative grouping strategy to restore energy after a low energy activity.</p> <p>--Give participants ideas of what to look for before watching a video so that they are more engaged.</p> <p>--Alert participants to what they will be expected to do with information before they discuss, look at photos, plan a goal. The advanced organizer will help them stay engaged and aware of what comes next.</p>   |

### Foundation 3: How we access support services/how we support learning

| Key principles for training design   | Examples of questions to ask to determine if guidelines are met  | Putting the principle into action: training activities/rationales that exemplify the key principle  |
|--|--|---|
| <p><b>17. Support growth in skill development as well as content knowledge acquisition</b></p> | <p>Does the training include clear explanations of why skill development matters?</p> <p>Does the trainer let participants who are used to focusing on right/wrong answers and content-heavy learning experiences understand that developing new skill is an important part of the training?</p> | <p>--Be explicit. "We have just been talking about how relationships impact brain development. We are going to watch a video of an infant and an adult interacting. Write down everything you see the adult doing to support building a relationship with the baby."</p> <p>--Ensure that there is skill building in the training. Give comments about the grasp of a skill and measuring of the skill.</p> <p>- Explain that there isn't always one right/wrong answer in these types of trainings. There can be many ways to show understanding or comfort with an idea.</p> <p>--Try out real foods that are unusual or unknown and talk about what it is like to explore new "real" things vs. looking at pictures.</p> <p>--Ask a question or provide an activity about participants' real life use of classification and sorting (i.e., sort the items in your purse/pocket into two categories where you can clearly explain what links the items). Link the "practice" of sorting to early math skills and opportunities for young children and then ask where sorting is critical to their adult life (vs. the simple practice of sorting from their purse or pocket.)</p> <p>--Give a rationale along with explicit instructions. For example, when introducing an opportunity to "practice" self or parallel talk, say: "this might feel a little awkward or you might already do this a lot with children. Either way, I would like you to actually use self talk as you build the block tower—not just talk about what you might say in the classroom but actually say it so that in our large group discussion we can share what the experience really feels like in the moment."</p> |

| Key principles for training design                                       | Examples of questions to ask to determine if guidelines are met  | Putting the principle into action: training activities/rationales that exemplify the key principle   |
|--|--|--|
| <b>18. Sequence so that content/skills build on one another</b>          | <p>How does each session provide necessary background and scaffold for success?</p> <p>Is learning series-based or reflect the ongoing nature of learning?</p>   | <p>--Intentionally connect concepts and integrate closings and beginnings when training is in multiple sessions.</p> <p>--Build and scaffold concepts and skills by facilitating training in progressive, sequenced sessions where objectives clearly build on one another. This means that the training includes several sessions (not all in one day) offered over time.</p>   |
| <b>19. Ensure that there is a balance between challenge and support</b>  | <p>Does the design incorporate culturally sensitive strategies in team building and conflict resolution?</p> <p>Does the training allow time for participants to digest new content?</p> <p>Are there opportunities to have hard conversations about topics that may require consideration of multiple viewpoints?</p> <p>How does the trainer create safe space (emotional support, affirmation, facilitation skills, respect) so that all participants feel supported as they grapple with ideas that may challenge their value systems?</p> | <p>--Establish ground rules upfront. Have the learners generate those rules before conflict erupts.</p> <p>--Ensure that the learners have a basic foundational knowledge of content, tier the instruction, do pre-assessment to determine where the learners are.</p> <p>--Allow time for learners to digest the information. Build in reflection time.</p> <p>--Give opportunities for reflection at various levels: individual, small group, and large group levels. Give a voice to participants at each level.</p> <p>--Pose a provocative question for participants to problem solve; --Allow opportunity for expressing feelings as well as opinions and thoughts. (As trainers, anticipate possible responses so that you are prepared to respond to a wide variety of feelings/opinions)</p> <p>--Be clear about whether content is evidence-based practice or stating an opinion and inviting other opinions. Offer a balance between absolutes and giving personal examples/ideas (clarify when speaking as “professional” or as “person,” like, “As an instructor, I understand why this is part of the curriculum. I can see that I might have had trouble doing that with children, too. In fact, I didn’t always ask those types of questions with my own children. Tell me about what you have tried so far.”) Trainers have a responsibility to be clear about the distinction between evidence-based and their own opinions.</p> |
| <b>20. Give attention to affective and cognitive aspects of learning</b> | <p>Are there opportunities to express feelings, whether about</p>  | <p>--Name feelings if/when they arise: “This topic seems to be one that you care about a lot.” “You have had some frustrating experiences with young children” “You have sometimes felt</p>  |

| Key principles for training design   | Examples of questions to ask to determine if guidelines are met | Putting the principle into action: training activities/rationales that exemplify the key principle   |
|--|---|--|
|  | training content or strategies used?                            | <p>devalued...”“These strategies feel uncomfortable.....” “You’ve never worked with children in this way before.”</p> <p>--Be aware that people may express the same emotions in very different ways – be prepared for that. Some emotions are not culturally acceptable in some situations.</p> <p>--Use various strategies and ways to reframe activities. “Some people feel awkward with role plays—perhaps you can be an observer with a pair who is practicing and then next time you can be one of the participants.”</p> <p>--Say, “Name one idea that has been challenging to understand or imagine yourself using in your everyday interactions with children in your program.”</p> <p>--Use summary statements when there are not clear answers or participants are unconvinced. “This is a difficult situation.”</p> <p>--Use personal examples rarely and purposefully as a way to engage emotion and motivation.</p> <p>--Use active listening in order to respond carefully to participant examples that may be inappropriate. Understand that while we all value differences we also have our limits—be clear about when “I need to think further about this.” Or “I hear your perspective, but I want to leave the challenge out there for you to consider.”</p> |
| <b>21. Be responsive to participants’ needs related to day-to-day living</b> | Are individual needs acknowledged clearly?                      | <p>--Provide food/beverages as appropriate</p> <p>--Schedule breaks</p> <p>--Offer training during days and times that are compatible with schedules, if and when possible.</p> <p>--Invite participants to stand/move around if they need to do so</p>  |

**Foundation 4: How we demonstrate what we have learned/how we assess learning**

| Key principles for training design  | Examples of questions to ask to determine whether guidelines are met   | Putting the principle into action: training activities/rationales that exemplify the key principle   |
|---|--|--|
| <p>22. <b>Develop multiple ways for participants to demonstrate knowledge throughout course.</b></p>            | <p>Does the training allow opportunities for learners to identify/demonstrate knowledge as it is occurring (formative) and at the end (summative)?</p> <p>Are there activities that assess knowledge/skills in creative ways by assignments, activities, etc.?</p> | <p>--Invite a group brainstorm. This allows a trainer to assess knowledge (to some degree) at the group level.</p> <p>--Stop and ask each person to name one “aha” so far (or at the end).</p> <p>--Have trainees write one thing they’ve learned and then read the list aloud anonymously.</p> <p>-- Ask participants to come in next time (in courses with multiple sessions) with an example (photo, journal, self-assessment checklist, etc.) of how they used the information from the prior session.</p> <p>--Use “pass the problem” exercises where individuals write (or tape) one solution or idea.</p> <p>--Use a jigsaw, where one participant summarizes a paragraph to the small group and the small group reports one key understanding from each paragraph.</p> <p>--Use of different groupings (sizes, make-up), including individual work</p> <p>--Use any/all of the following ideas for online learning:</p> <ul style="list-style-type: none"> <li>✓ Chats with questions about material</li> <li>✓ Essays</li> <li>✓ Reflection papers</li> <li>✓ Lessons plans</li> <li>✓ Discussion questions that demonstrate experience, reflection, and knowledge</li> </ul> |
| <p>23. <b>Encourage participants to use creative and critical thinking skills to demonstrate knowledge.</b></p> | <p>Where do participants demonstrate/analyze/show knowledge in addition to “telling”?</p>  | <p>--Give small groups a scenario and ask them to list three different ways to approach/solve the situation.</p> <p>--Use multiple modalities demonstrate knowledge: draw a picture, make up a rhyme about a strategy that supports oral language, do a skit, submit a video, etc.</p> <p>--Be transparent about expectations that learners will demonstrate what they have learned in the material.</p> <p>--Encourage connection between participants when feasible, recognizing that learning occurs over time. Participants can support each other’s continued learning.</p>   |

| Key principles for training design   | Examples of questions to ask to determine whether guidelines are met  | Putting the principle into action: training activities/rationales that exemplify the key principle  |
|--|---|---|
| <p>24. <b>Establish a clear link between course or program objectives and the content knowledge and skill acquisition being assessed</b></p> | <p>Is the link between objectives, knowledge, and skill clear to participants?</p> <p>How do they know when they have accomplished/succeeded?</p> | <p>--Provide feedback and/or summary when debriefing skilled practice activities by naming or labeling what skills the participants are demonstrating.</p> <p>--Balance trainer expectations with what the learners bring in to show they've succeeded. Gather the student's input with affirmation as well as how it matches the expectations of the training. For example, If teacher is talking about the importance of sensory play but some cultures don't allow for 'messy' play, then ask, "how does your culture allow for that type of exploration? "</p> <p>--Describe expectations in a way that participants will know when they have successfully completed a task or objective.</p>   |
| <p>25. <b>Ensure the absence of bias in the assessment of learning/skill development</b></p>   | <p>Do training activities include multiple modalities when assessing learning/skills? (demonstration, oral, written, etc.)</p>                    | <p>--Identify when there is a particular (absolute) way to demonstrate success, i.e., when providing first aid in a timely fashion or applying infant cardio pulmonary resuscitation (CPR) or if needed as a scaffolding to prepare for future assessments. Other examples may be: trainings around Sudden Unexpected Infant Death Syndrome (SUID), or encouraging babies to sleep in a crib and not be swaddled, recognizing that the practice of swaddling is seen as appropriate and safe in some cultures.</p> <p>-- Be flexible with participants' demonstrations of skills/knowledge: does it indicate understanding of course material?</p> <p>--Consider ways to facilitate discussions about how learning is assessed: For example, in a session on cultural diversity, consider the following: are some differences not ok (no matter who/when/where, i.e., ethics: "We shall not harm children." ) There are some universal values that are NOT ok. However, definition of harming might be different. Where is the point at which you need to control your own perspective and act on another (for trainers or participants)? (This is an illustration of self-regulation and self-awareness) for trainers.</p> <p>--Use various strategies for assessment learner's added knowledge. For instance, "Write down one thing you will use on Monday and pass it to</p> |

| Key principles for training design   | Examples of questions to ask to determine whether guidelines are met  | Putting the principle into action: training activities/rationales that exemplify the key principle  |
|--|---|---|
|  |   | a neighbor to read.” Or, if literacy is an issue for some participants, “describe how you will change your group time on Monday because of this training.”  |
| <b>26. Impose time limits on an activity only when relevant to the task.</b> | Are time-sensitive objectives clearly identified as such? Some activities are timed as an indicator of successful completion (e.g., CPR). | <ul style="list-style-type: none"> <li>--Be flexible on an individual basis when possible even training to these unique time-sensitive activities</li> <li>--Clearly explain the key purpose of the activity so that even if participants cannot perform a task in the allotted time, they have heard the purpose and key concepts.</li> <li>--If participants are unable to perform time-sensitive activities during the training, offer guidelines for “next steps” or follow-up practice options.</li> </ul> |

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## Index for Training Components using UID

Because of the length and depth in the Chart to Help Writers and Trainers Embed Universal Multicultural Instructional Design Principles, an index *by training components* of UID questions is provided below.

The sections of the chart have been numbered. Those numbers can be also found in the parenthetical at the end of each question below. Thus, for example, if a trainer wanted to learn more about how to embed UID into the training content, they would locate that training component in this index and find a reference to each place in the Chart to Help Writers and Trainers Embed Universal Multicultural Instructional Design Principles where that training content is discussed.

### 1. Objectives

- Big ideas – what is essential that participants gain?(1)
- Is there alignment between objectives and components? (2)
- Can participants restate the objectives in their own words, answering ‘What does this mean for me?’ (2)
- What do participants want to learn? (answers the “why are you here?” question (6)
- How does each section relate to the objectives?(2)
- Are the objectives stated in beginning and restated throughout training? (24)
- Do participants understand how evaluation aligns with objectives? (24)
- Is the link between objectives, knowledge, and skill clear to participants? (9,24)

### 2. Background knowledge (1)

- Is background knowledge required/do participants have it?(1)
- What do participants bring? (6)
- What do they already know? Assess for prior knowledge (3); how does it impact their learning? (6); What essential skills do participants already have? (13)
- Is background knowledge used in the training? (1); How are participants invited to share it in training? (6) How do participants contribute their own ideas? (7)Are prior experiences connected to course content? (8) Is there time to reflect? (7)
- If participants don’t have background knowledge, will things be explained? (1)

### 3. Content

- Are participants ready for content (1); What might be considered intimidating? (7)
- Is the content understandable by participants with different educational backgrounds? (3)
- Is a clear explanation of why skill development matters included? (18) Does the trainer let participants who are used to focusing on right/wrong answers and content-heavy learning experiences understand that developing new skill is an important part of the training? (18)

### 4. Multicultural

- Is content reflective of diversity? (4); Appropriate examples used? (4) Will participants see themselves in content? (4); Do participants see/hear their own experiences/realities in examples? (16); Does training reflect variety of communities? (5)
- What resources does trainer need to use representative examples? (4) How can trainer make training respectful? (5) How does trainer stay informed about global events so as to support providers from impacted communities? (5)
- What assumptions are trainer making that might influence training? (5)

- Are learners enabled to add culturally relevant sources of info to course content? (3)
  - Are content/instructional strategies vetted within relevant cultural communities? (5, 8)
5. Strategies
- Are strategies used to make participants feel valued? (6); How does trainer gather and affirm participants' ideas? (7)
  - Is there a balance between trainer and participant content? (7)
  - Are multiple modalities used? (8); How many ways can participants engage with material? (8)
  - Is there time for reflection? (10); Does the training allow time for participants to digest new content? (20)
  - Are there multiple ways to respond? (17) Does the trainer notice which work and build on them?(17)
  - Are participants asked to practice not just listen? (12) Is practice scaffolded to ensure success? (12) What are steps to scaffold participants' learning and practice new skills? (13); How do the content/skilled practice components weave together throughout the course so that participants "try out" steps in a progressively more complex manner? (14)
  - When/how does trainer model skills? (14)
  - Are participants asked to engage with each other? (8)
  - Are there opportunities to express feelings re content or strategies? (21)
  - Are time limits used only as necessary? (27)
  - Does the design incorporate culturally sensitive strategies in team building and conflict resolution?(20)
  - Higher order thinking skills
    - Does the training push for higher order thinking skills? (9) Are activities using analysis, comparison and evaluation used? (11)
    - Do objectives support higher order thinking skills? (11)
  - Difficult Conversations
    - Are there opportunities to have hard conversations about topics that may require consideration of multiple viewpoints? (20)
    - How does the trainer create a safe space (emotional support, affirmation, facilitation skills, and respect) so that all participants feel supported as participants grapple with ideas that may challenge their value systems? (20)
6. Sessions
- How does each session provide necessary background and scaffold for success? (19)
  - Is learning series-based or reflect the ongoing nature of learning? (19)
7. Accessibility
- Are individual needs acknowledged? (22)
  - Are teaching props accessible? (8)
8. Environment
- Is the environment inclusive? (16)
  - Do participants know where to go and what to do? (16)
9. Evaluation

- Do participants know they will be evaluated? (9)
- How will participants self-evaluate their progress? (10,11)
- Do participants understand how the evaluation aligns with the objectives? (9)
- Does the training allow opportunities for learners to identify/demonstrate knowledge as it is occurring (formative) and at the end (summative)? (23)
- Are there activities that assess knowledge/skills in creative ways by assignments, activities, etc.? (22)
- Where do participants demonstrate/analyze/show knowledge in addition to “telling”? (2,10,23)
- How do participants know when they have accomplished/succeeded? (24)
- Do training activities include multiple modalities when assessing learning/skills? (demonstration, oral, written, etc.) (22)
- Are assignments authentic, culturally sensitive? (4, 25)

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