Minnesota's Knowledge and Competency Framework for Trainers

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Introduction

Evelyn, a preschool teacher, attends a variety of in-service training each year as a requirement of her job. Last week she started a series of trainings focused on building children's literacy skills. During the first evening's class, Evelyn learned about the importance of giving children access to a variety of high-quality children's literature. Following the class, Evelyn used a checklist she received to evaluate her classroom library. Evelyn determined that her library had many strengths, but her book collection was lacking in variety. She used one of the handouts from the session when she visited her local library to check out some new books for the next week. At the next session of the training class Evelyn was excited to report how much additional time children were spending in the library and the enthusiasm for reading books that was growing in her class.

Evelyn is an example of an early childhood or school-age care teacher who benefits from training. But, the real benefits of her training extend beyond Evelyn to the children and families she serves in early childhood or school-age care settings throughout her career.

The early childhood profession has long relied on training to ensure safe and healthy child care programs and to build quality of care and education using evidence-based practices. [Institute of Medicine and National Research Council, 2015] However, training is only effective when it is conducted by well-prepared trainers using effective instructional practices. [Zaslow & Martinez-Beck, 2006]

In 2007, the Department of Human Services (DHS) was required by the legislature to implement a professional development system for the early childhood and school age care workforce. This included developing training content, an approval process for trainers, a system for tracking of training records, and a coordinated and accessible plan to deliver trainings. Minnesota uses Develop, a web-based data system, to accomplish this task. In 2015, the department added additional trainer support services to the professional development system to help ensure the quality of training delivery and practices. Up to this point, the tasks of preparing and supporting trainers have been conducted without the benefit of a comprehensive framework of trainer competencies on which to base training of trainers, trainer observation, or trainer evaluation.

Minnesota's early childhood and school age care trainers are a diverse group of professionals, who play an active and important role in the professional development of teachers, child care providers, family child care providers, center directors, program administrators, and others. Trainers may use a variety of titles including adult educator, facilitator, professional development specialist, and others. Although Minnesota has a system for the approval of trainers that sets basic expectations for trainer qualifications, it is also true that trainers come from a variety of backgrounds and experiences and possess a range of knowledge and skills.

This framework is designed to support the work of trainers who train Minnesota's early childhood and school age care practitioners. This document includes:

- Guiding principles of professional development (training)
- Uses of this Knowledge and Competency Framework
- Dispositions of trainers
- Key terminology
- References.

Similar to this framework, Minnesota also has competencies for Relationship Based Professional Development (RBPD) Specialists who provide coaching, consulting and mentoring to Minnesota's early childhood and school age care practitioners. These competencies can be found at: https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7586-ENG.

Guiding principles

The following principles inform and guide this competency framework:

- What trainers do and how they do it directly impacts the professional growth of other adults – their partners in learning - which in turn affects children.
- Trainers support the on-going professionalization of the field through the content they teach and as role models of professional and ethical behavior.
- All adult learners demonstrate strengths and bring a wealth of knowledge to their work.
- All adult learners can improve their effectiveness.
- Adult learners are a diverse group with varying abilities, approaches to learning, experiences and perspectives. Trainers are also diverse culturally and linguistically and should expect, celebrate, plan for, and respond to diversity.
- An adult's individual approach to change and underlying beliefs about their work affect how they facilitate, work with others, and apply learning.
- Trainers are responsible to create and sustain a learning environment where adults feel engaged, safe, and supported in their learning.
- Data gathered through observation, assessment, and evaluation offers common ground for celebration and growth.
- Trainers support adult learning by sharing new content and by incorporating the experiences, needs, and perspectives of trainees into each training session.
- Trainers focus on strengths of their participants while also being mindful of the charge to support high quality in the care and education of young children.
- Trainers go beyond giving support to challenging participants to take risks, try new things, and take on new responsibilities.
- Training that uses various methods (face-to-face, on-line synchronous and asynchronous, hybrid, etc.) and models (conference, workshops, series, self-study, etc.) offers unique opportunities for individual and program growth. It's worth the investment of time, funds, and attention to identify how and which methods and models are most successful, under which conditions, and for which participants.
- Program culture may impact the effectiveness of training, either positively or negatively for participants. Recognizing and paying attention to factors that can affect transfer of skills from training to the workplace is critical for success.

Uses of this framework

Identifying dispositions, knowledge, and competencies for trainers can lead to individual, program, and policy change that supports comprehensive training delivery. In addition, clear language and expectations promote better and more consistent support of trainers. Potential uses of the Knowledge and Competency Framework for Trainers includes:

For trainers:

- Standards which identify core elements of the daily work of trainers.
- A tool for self-assessment, reflection, and setting individual performance and learning goals.
- A guide when mentoring or coaching peers who are new to the trainer role.
- A framework for use in communities of learning and practice for trainers.

For organizations and programs:

- A guide for the development of trainer job descriptions and contracts, as well as selection of candidates to fulfill trainer roles.
- A tool for designing professional development and informing performance evaluation.
- A framework to inform design of program support, processes, and procedures to promote training work.

For credit and non-credit professional development providers:

- A tool to identify content for curriculum and coursework to strengthen the professional development (trainer) workforce.
- A framework to inform, guide, or evaluate professional development efforts designed for training specialists across sectors.
- A resource in designing or revising career pathways.

For local and state networks:

- A tool to promote continuity and consistency of training across sectors and initiatives.
- A framework to further define and advance professional development (observation, coaching, training) as work within the early childhood and school age care fields and inform further development of early childhood and school age care professional development systems.
- A tool linked to promotion of high-quality education in early childhood and school age care, as well as efforts to improve compensation and working conditions for early childhood and school age care educators.

For researchers and program evaluators:

- A tool to inform and promote research on evidence-based practices in early childhood and school age care professional development.

Dispositions of trainers

> *Dayo, a family child care provider, has registered for a series of training events addressing the developmental expectations for young children. On the first night the trainer, Maria, greets Dayo at the door and introduces herself. After a few minutes, Maria joins Dayo and several other providers at their table. Maria asks, "What brings you to this training?" Maria listens intently and asks additional questions as Dayo and her colleagues share their concerns and the joys of working with children every day. Dayo notices Maria's patience and interest as each person speaks. As the designated start time for the training approaches, Maria says, "I'm so happy I was able to talk with you, I have a few new ideas for things we can add to our training tonight." Dayo is impressed that the trainer is adjusting her plans to meet their needs and interests.*

In addition to the knowledge and skills presented in this framework, certain dispositions have been identified for those who educate or work toward the growth of others (whether children or adults). In the story above, Dayo's trainer exhibits dispositions such as curiosity and being open and flexible to the ideas of others.

What are dispositions? Dispositions have been described as "the tendency or inclination to believe or act in certain ways." [Dottin, 2010; Telven, 2007] Katz, 1995, a leader in early childhood education and the training of teachers commented that "dispositions comprise habits of mind rather than mindless habits." [Ross-Voseles & Moss, 2007] Long-time researchers on educator dispositions and their assessment describe dispositions as "similar to professional beliefs or values systems, but they are more than that. Dispositions extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers' actions in and out of the classroom." [Ross-Voseles & Moss, 2007]

Why do they matter? Dispositions influence how people interact with others. The framework names dispositions, along with knowledge and skills, because dispositions impact how and what trainers notice, how they approach others, and how they see challenges. Dispositions as thought patterns can be seen in one's view of self and others, sense of purpose, empathy, openness to perspectives, inclination toward reflection, and critical thinking. While there is some discussion about which specific dispositions to identify, there is some overlap in the literature and common themes that emerge among training practitioners.

Which dispositions matter for trainers? Several of the dispositions below are taken from Minnesota's Knowledge and Competency Framework for Early Childhood Professionals. [2014, p.10] These dispositions represent common themes that were identified and revised through conversations held by culturally, geographically, and programmatically diverse Minnesota educators. This document for trainers also includes dispositions discovered through two interactive events, the CCAMN Trainer Summits in fall of 2017 and 2018. These dispositions were included because they represent actual experiences of Minnesota's trainers. The list also reflects dispositions that line up with the literature on training and trainer effectiveness.

Meaningful purpose and vision:

- Sense of integrity: Responsible and reliable, honest, follows through
- Discreet: Complies with federal, state, and program policies and ethical principles relating to confidentiality and data privacy
- Objective: Fosters and enhances the teaching and learning process while exercising judgement about personal and professional boundaries; displays genuineness
- Commitment to learning and growing (self and others)
- Values data (Observations, stories and experiences, formal assessments): as pathways to understanding, applying, and supporting effective practice
- Effective: Has high expectations for self and others; demonstrates self-direction and confidence; encourages others to display their own skills and strengths.

Approaches to others: (Individual; focus on adult learners, social-emotional and communication), including:

- Empathetic
- Positive view of others (enjoys working with others; optimistic, believes in their ability to learn and accomplish new tasks)
- Values and appreciates differences; non-judgmental
- Culturally humble: Appreciates and capitalizes on diversity; elicits other perspectives; aware of and acts to reduce own biases
- Compassionate and emotionally available
- Able to use humor
- Reflective, listening demeanor; being present
- Respectful: Showing regard for the needs and experiences of others
- Inclusive: Values differing perspectives and incorporates them into the learning experience
- Collaborative: View self as teaching *and* learning; in partnership not simply as an expert presenting content
- Vocal and ability to be outgoing: Willing to openly engage and respond to peers, participants, administrators, and others
- Comfortable with change: Flexible and open to adapting an established plan
- Comfortable and willing to hold self and others accountable for change.

View of self

- Honest and humble
- Open and ability to be outgoing, approachable, and forthcoming
- Persistent and patient
- Enthusiastic and efficient.

Approaches to ideas, tasks, or issues: The ability to examine closely, to critique, and to ask questions. Trainers do not accept the status quo at face value but employ higher-level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize individuals with this set of dispositions, including:

- **Observant:** Takes in information (watching and listening) with purpose; works to be objective in noticing what people say or do, as well as pertinent surrounding or context; intentionally gathers and records observations; links observations to a sense of curiosity and ability to see from other perspectives and models these behaviors for others.
- **Reflective:** Consistently takes time to evaluate effectiveness of training in terms of the broader goals of training or professional development; nurtures reflectivity in trainees; reflects on own growth and accountability.
- **Persistent:** Exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need; risk taker.
- **Curious/Inquisitive:** Willingness to wonder, question, explore options, analyze and look at different sides of an issue, recognizes the possibility of error in one's own beliefs and practices.
- **Inclusive:** Intentionally seeks to understand a variety of perspectives and audiences.

Competencies for trainers

The Trainer Knowledge and Competency Framework uses common language intended to apply in a variety of contexts where training takes place in early childhood and school age care settings. The competencies describe specific skills or behaviors trainers are expected to demonstrate.

The trainer competencies fall into seven content areas as outlined in the following section. The first five content areas apply to most, if not all, trainers. These content areas focus on the competencies associated with the delivery or facilitation of training. Content Area VI is specific to the design and development of training materials. Trainers who focus primarily on delivery of prepared training curricula should concentrate on Content Areas I – V but may find the competencies in Content Area VI helpful in understanding the skills that go into developing training curricula.

Content Area VII focuses on the competencies associated with technology-based (online) learning. Not all trainers choose to use online or technology-based training. Also, not all training content is appropriate for technology-based delivery. Many of the skills associated with face-to-face, or classroom-based training, also apply to online learning. For example, all trainers must have deep content knowledge. However, trainers using technology-based tools in place of face-to-face interaction require some additional competencies to be successful. These additional skills or behaviors are summarized in Content Area VII.

Each content area contains numerous competencies. Each competency is further described by multiple dimensions of Knowledge and Comprehension and Application and Synthesis.

Content Area I: Professionalism and Ethical Practices

- Models professional conduct
- Prioritizes cultural competence and equity
- Understands professional development/training within the context of early childhood and school age care
- Continually builds trainer knowledge and skills.

Content Area II: Adult Learning Principles

- Fosters adult learning
- Uses reflection to promote growth.

Content Area III: The Learning Environment

- Prepares for the training event
- Creates and sustains a welcoming, safe, and respectful environment
- Uses technology effectively.

Content Area IV: Facilitating Learning

- Guides adult learning and training experiences
- Adapts delivery in response to participants
- Uses time effectively
- Maintains integrity of instructional plan
- Demonstrates knowledge of content.

Content Area V: Assessing and Evaluating Training

- Evaluates training practices
- Assesses learner outcomes.

Content Area VI: Instructional Design

- Develops content based on research and what is known about quality practices
- Uses principles of universal design to include all participants
- Utilizes a variety of learning/instructional strategies
- Aligns content and assessment to objectives.

Content Area VII: Technology-based Learning

- Designs course and instructional materials to achieve learning objectives
- Facilitates course to create learner interaction and engagement
- Facilitates learner access to support.

Trainer competencies

Competencies are organized into two levels. The behaviors described in the column labeled 'Knowledge and Comprehension' characterize actions that demonstrate knowledge, comprehension, or very basic application (such as "knows," "uses," or "demonstrates"). The behaviors described in the column labeled 'Application and Synthesis' describe a more advanced practitioner, describing deeper, and more frequent, or more specific use of competencies. These behaviors are often described by behaviors such as "applies," "models," or "demonstrates."

Content Area I: Professionalism and Ethical Practices

A. Models professional conduct

Code	Knowledge and Comprehension	Application and Synthesis
I.A.1	Knows and adheres to the early childhood and school age care regulations and professional standards.	Applies knowledge of early childhood and school age care and education regulations and professional standards when working with training sponsors and trainees. **Examples:** Relates content to applicable regulations or standards, e.g. "This is an example of a curriculum that might be used to meet Parent Aware standards."
I.A.2	Demonstrates knowledge of ethical conduct in the profession and in training situations including knowledge of the NAEYC Code of Ethical Conduct and Supplement for Early Childhood Adult Educators (or later version adopted by NAEYC) and/or the National After School Association Code of Ethics.	Models ethical conduct when working with training sponsors and trainees. **Examples:** • Relates content to the Code of Ethical Conduct; • Points out ethical responsibilities and dilemmas.
I.A.3	Knows established professional, ethical, and legal standards related to maintaining confidentiality and data privacy of children, families, and training participants.	Articulates and models confidentiality and data privacy of children, families, and training participants. **Examples:** • Mentions that case studies are "anonymous" • Uses "blind" or inverted examples

I.A.4	Recognizes the limits of own knowledge and experiences. **Examples:** • Understands the liabilities of promoting and training learners to use methods and strategies that lack empirical evidence • Understands the liabilities and potential ethical violations of misrepresenting credentials, or training in content or competency area in which the trainer lacks sufficient knowledge, skill, or practice experience.	Refers participants to credible sources of information or resources for information Conducts follow up research to respond to participant questions or concerns. **Examples:** • Admits when the answer to a question is not known • Uses a 'parking lot' or other mechanism to record items for follow up • Refers to licensor when appropriate.
I.A.5	Understands obligations of professional conduct.	Demonstrates professionalism by being on time, organized, and prepared. **Examples**: • Practices in advance to ensure smooth training event • Views all video clips in advance • Prepares, copies, and organizes handouts before arrival at training event.
I.A.6	Identifies professional responsibilities and obligations of trainer role. **Examples:** • Knows and follows the laws and ethical standards regarding copyright and plagiarism • Knows how to fully and accurately cite sources for materials used in the learning experience.	Keeps accurate records Complies with reporting systems and procedures of training sponsors including requirements for timeliness and requests for scheduling information. **Examples**: • Takes accurate attendance when required • Uses evaluation forms or processes of training sponsor • Follows dress code established by training sponsor

B. Prioritizes cultural competence and equity

Code	Knowledge and Comprehension	Application and Synthesis
I.B.1	Recognizes the importance of language and culture on training practice. **Examples:** • Uses inclusive language • Uses child-first language • Avoids jargon and acronyms.	Integrates developmentally appropriate cultural, linguistic, and inclusion practices into training content, practices, and interactions with participants. **Examples:** • Uses a variety of child case studies reflecting differing cultures in application assignments • Asks trainees to share diverse and inclusive examples from own practices • Introduces technical terms • Uses culturally relevant examples • Asks permission before exploring sensitive topics.
I.B.2	Identifies and reflects on personal values, experiences, ethics, and biases (e.g. gender, racial, ethnic, cultural, and/or class) to become self-aware and more effective in working with differing groups of people. **Examples:** • Understands the nature and characteristics of ethnocentrism and how an ethnocentric perspective may affect the trainer's capacity to engage, understand, and relate to learners • Understands how issues related to prejudice and discrimination can affect the training environment.	Demonstrates cultural humility in individual and group training relationships by avoiding assumptions and working to understand the participants' perspectives on how their culture influences and informs their practice. **Examples:** • Asks open-ended questions rather than stating a point of view about a practice • Models openness to learning about others • Is honest in admitting when unfamiliar with cultural practices of others I • Includes the topics of equity, diversity, and inclusion in own professional development planning.
I.B.3	Advocates for or with populations that are underserved or unserved. **Examples:** • Knows how issues of diversity impact the content and interactions of the training • Can differentiate stereotyping from relevant information about cultural and other groups and includes relevant information and examples when training.	Includes input from participants throughout the training session about their own cultural practices Reminds participants to consider the cultural practices that impact the children and families they serve that may differ from their own Takes responsibility for biased actions, even if unintended, and works to repair harm. **Examples:** • Includes activities related to perspective taking in training sessions • Identifies when a misunderstanding about diversity may be contributing to interpersonal conflicts in the learning

Code	Knowledge and Comprehension	Application and Synthesis
		experience and uses a variety of strategies to explore and resolve the conflicts • Promotes open discussion in the learning environment about difficult and emotionally charged diversity issues such as ethnocentrism, prejudice, and discrimination • Expands own knowledge of culture and underserved or unserved populations through professional development.

C. Understands professional development/training within the field of early childhood and/or school age care and education

Code	Knowledge and Comprehension	Application and Synthesis
I.C.1	Demonstrates understanding of early childhood and/or school age care content as defined by relevant policies, regulations, standards, and professional literature.	Promotes appropriate developmental content within the training and when working with trainees Refers to appropriate experts where own knowledge gaps exist. **Examples:** • Cites an example from Parent Aware standards to explain requirements of 'high quality' • Uses examples from the ECIPs when discussing learning standards or classroom activities • Refers trainees to licensing agent for specific questions.
I.C.2	Demonstrates understanding of Minnesota's early childhood and school-age professional development system and related standards Stays current in changes in early childhood and school age care and education system.	Provides accurate information about applicable links between training content and Minnesota's early childhood and school-age professional development system **Example:** Makes recommendations regarding Parent Aware participation, other training options, accreditation, etc. that are accurate and fit within training context, e.g. *"While we don't have time to delve deeply into that topic during this session, another training class that you might want to pursue is …"*

Code	Knowledge and Comprehension	Application and Synthesis
I.C.3	Recognizes the trainer's responsibility as an agent of change.	Applies knowledge of stages of change in training work. **Examples:** • Helps trainees articulate potential obstacles to changing a practice and generate solutions to those obstacles • Allows time for trainees to create action plans or commitments to implementing new practices.

D. Continually builds trainer knowledge and skills

Code	Knowledge and Comprehension	Application and Synthesis
I.D.1	Demonstrates understanding of the knowledge and competencies needed for work with young children Is familiar with the Minnesota Knowledge and Competency Frameworks and Minnesota Early Childhood Indicators of Progress (ECIPs) and School-age Indicators of Progress (SAIP).	Models knowledge of child development, developmentally appropriate practices, and high-quality early care and education practices in training content. **Example**: Relates training content to competencies within the Minnesota Knowledge and Competency Framework, Head Start performance standards, and/or accreditation standards.
I.D.2	Demonstrates an understanding of core trainer skills and knowledge as articulated in this framework.	Continues to build and deepen own knowledge and skills as a trainer through initial and on-going professional development Demonstrates leadership in promoting trainer skills in others. **Examples:** • Meets initial and on-going trainer professional development requirements • Participates in observation, coaching, or mentoring • Co-trains or coaches others when asked.

Code	Knowledge and Comprehension	Application and Synthesis
I.D.3	Seeks growth in areas of limited knowledge and attends on-going professional development opportunities.	Uses ongoing self-assessment and reflection to identify gaps in skills and knowledge and plans for next steps for professional growth Shares knowledge and expertise by participating as a mentor or coach for those new to the trainer role. **Examples:** • Completes trainer self-assessment • Creates and maintains a professional development plan • Participates in mentoring or coaching related to growth as a trainer.

Content Area II: Adult Learning Principles

A. Fosters adult learning

Code	Knowledge and Comprehension	Application and Synthesis
II.A.1	Understands theory and principles of adult learning (andragogy) and acknowledges the variety in learning preferences and abilities among adult learners. **Examples:** • Knows strategies to keep learners focused, on task, and within established times frames while also remaining responsive to learners' needs and concerns • Can identify individuals with varying learning preferences in the learning environment and can make appropriate adaptations in managing individual and group dynamics • Can adapt the training curriculum when needed to meet participant needs.	Uses a variety of facilitation techniques/strategies designed with adult learning theory and principles in mind. **Example:** Maintains balance in active vs, passive activities and facilitator led vs participant led activities.

II.A.2	Is aware of the importance of building on an adult's experiences and prior knowledge.	Solicits information from training sponsor about prior experiences of trainees or uses introductory activities to assess trainees' experience and context. **Examples:** • Asks trainees to share their years of experience during introductions • Asks trainees to share a few details about their work environment in small groups.
II.A.3	Acknowledges participants' prior knowledge and skills. **Example:** • During introduction to a training topic the trainer asks, "How many of you are already using some kind of a lesson plan or list of planned activities?"	Uses the prior knowledge of participants in training activities, examples, and discussions Provides clear and accurate examples that relate content to participants' real-life experiences. **Examples:** • Includes examples that address all age groups • Includes examples that address family and center-based care • Prioritizes the examples shared by participants over stories of own experiences.
II.A.4	Is aware of the adult learner's interest in making choices in professional development or training.	Helps the participants to identify what they might gain from the training Explicitly explains the benefits of the learning experience and of learning something new. **Example:** Ties the learning experience to a work situation or need of the trainees "Your work will be easier when you are able to …"
II.A.5	Understands the value of establishing trust and adults' differing tolerance for risk taking when learning or trying something new. **Example:** • Knows a variety of introductory activities that encourage and begin the engagement process and help create an expectation for a positive learning environment.	Creates supportive opportunities for adult learners to try new skills, experiment, and even to fail safely Celebrates participation. **Examples:** • Asks for volunteers to demonstrate new skills • Allows trainees to observe before practicing something new • Accepts and praises all attempts without judgement • Shares own experiences in learning a new skill.

Code	Knowledge and Comprehension	Application and Synthesis
II.A.6	Creates and sustains engaging, supportive, and safe learning environments that enhance adult learning. **Example:** • Knows multiple training methods and can align methods to situations in which they are most effective.	Uses a variety of training methods to build on participants' learning preferences Alters the planned experiences as needed to align with the trainees' needs and to support inclusion of trainees with special needs. **Example:** Uses a combination of self-reflection, group discussions, demonstrations, multi-media presentations, visual aids, case studies, etc.
II.A.7	Describes the importance of active learning and learning activities that align with the trainee's work environment and job responsibilities	Uses training methods that actively involve trainees in the development of skills needed in their work environment and role. **Examples:** • Minimizes lecture • Uses examples aligned to type of care, age group, etc.
II.A.8	Understands the role of repetition in learning.	Allows time for multiple attempts at a new skill or learning activity Encourages application of new skills in the work environment between training sessions Checks in on application assignments. **Examples:** • Alters timing of session as needed to promote mastery of skills before moving to new content • Stresses the importance of applying new skills between sessions in a series-based training.

B. Uses reflection to promote growth

Code	Knowledge and Comprehension	Application and Synthesis
II.B.1	Understands what reflective practice is and how it supports participants in applying what they learn	Integrates opportunities for reflective practice, including some quiet time, into the training session. **Examples:** • Includes a few moments for participants to quietly reflect individually before beginning discussions or activities • Includes reflection and planning time in session conclusion.

Code	Knowledge and Comprehension	Application and Synthesis
II.B.2	Values the connection between reflection and change.	Suggests follow up activities related to participants' reflections Suggests appropriate mentoring, coaching, or communities of practice to support change in behavior Models behavior change based on reflection. **Example:** Shares examples of times when personal reflection led to a change in practice.
II.B.3	Prioritizes reflection and planning during the training event.	Provides time for participants to plan for implementation of new ideas Provides action plans or other tools to encourage implementation of ideas surfaced during reflection.

Content Area III: The Learning Environment

A. Prepares for the training event

Code	Knowledge and Comprehension	Application and Synthesis
III.A.1	Values preparation as critical to training success.	Gathers materials and supplies needed for training in advance Anticipates supports needed to include all participants. **Examples:** - Asks training sponsor about language needs of participants - Gathers information (as available) regarding special needs of participants.
III.A.2	Arrives sufficiently early to prepare the space, materials, and technology for adult learning.	Sets up chairs and tables for comfort of adult learners – distance from visuals, minimize distractions, etc. Prepares visuals and materials within the environment in advance of participant arrival Sets up and tests media in advance of training event.

Code	Knowledge and Comprehension	Application and Synthesis
III.A.3	Acknowledges the importance of the environment in promoting learning and professional growth.	Establishes an agreement with participants about the training environment along with expectations for participants (ground rules). **Examples:** • Sets rules for breaks • Obtains agreement about cell phone use and side conversations during training • Creates agreements about participation and expectations for participant behavior.
III.A.4	Identifies aspects of the environment or materials that may create barriers or limit participation.	Adjusts physical arrangement of space to eliminate or minimize barriers Adjusts training timing, flow, or activities as need to include all participants. **Examples:** • Arranges for translators or interpreters as needed • Adjusts seating to accommodate wheelchair access, hearing or visual impairments • Ensures video or audio has captions.

B. Creates and sustains a welcoming, safe, and respectful environment

Code	Knowledge and Comprehension	Application and Synthesis
III.B.1	Arrives sufficiently early to welcome participants to the training session.	Completes preparation well in advance of event to allow time to mingle with participants as they arrive Uses 'pre-event' time purposely to gather information about participant knowledge and experience, interests, etc. **Example:** Implements a poll of participants as they arrive.
III.B.2	Introduces self Provides some credentials as to content and training expertise	Provides opportunity for participants to greet one another and make connections. **Example:** Provides conversation starters at tables to create opportunities for discussion pre-event.

Code		
III.B.3	Values a respectful learning environment Sets expectation for a respectful adult learning environment.	Is aware of cultural norms that impact training participation. **Examples:** • Recognizes that some participants may choose to observe before engaging in training activities • Is aware of times when participants may need to break for prayer or other cultural observances.
III.B.4	Is aware of the sources of challenging participant behaviors Understands participant behaviors that may distract from learning of others.	Uses preventive strategies to address disruptive participant behavior. **Examples:** • Watches for body language among participant that signals the need for a break • Is aware of typical adult attention span • Provides frequent, planned breaks to allow for movement and accommodation of bodily needs.
III.B.5	Ignores minor distractions or disruptions.	Addresses challenging or disruptive participants individually and discretely Confronts behavior as needed to ensure a respectful learning environment. **Examples:** • Uses breaks as an opportunity to 'check in' with participants who are the source of distractions • Allows participants to "agree to disagree" on some points.

C. Uses technology effectively

Code	Level 1: Knowledge and Comprehension	Level 2: Application and Synthesis
III.C.1	Understands the capabilities of different types of technology	Plans for the media needs associated with the instructional plan. **Examples:** • Is aware of who to call to confirm media equipment or for assistance • Indicates media/technology required to facilitate training plan • Requests/confirms media before training session

III.C.2	Understands the need for appropriate visual support for training content.	Creates and/or uses visuals with effectiveness and impact Ensures any visuals used reflect diversity, are anti-bias, and are inclusive. **Example:** • Uses job aids, chart pages, diagrams, video, and computer presentations (such as Power Point slides) to compliment content.
III.C.3	Is familiar with frequently used technology and audio-visual equipment Operates equipment with ease and troubleshoots minor/common problems.	Has a 'back up' plan to use when media is not available or fails.
III.C.4	Understands the limits of technology in conveying information or content.	Is well versed in the training content Avoids relying on technology (Trainer Guide, video, Power Point slides) to convey content. **Example:** • Refers to content on Power Point slides but does not 'read' from the slides or the Trainer Guide.

Content Area IV: Facilitating Learning

A. Guides adult learning and training experiences

Code	Knowledge and Comprehension	Application and Synthesis
IV.A.1	Clearly states learning objectives of the training and puts objectives in context with participants' work and needs.	Connects learning objectives to needs surfaced by training participants.
IV.A.2	Is clear, articulate, and direct in communication throughout the training event. **Examples:** • Speaks clearly and at an appropriate volume • Varies volume, pace, tone, and inflection to sustain attention and interest • Uses physical positioning, hand and body movements, as well as positioning of podium or tables to support learning.	Uses questions, examples, paraphrasing, or re-framing to clarify communication. **Examples:** • Asks participants to "tell me more" when unsure about meaning • Uses "what I hear" statements to clarify meaning.

| IV.A.3 | Intentionally considers the learning needs of all participants during facilitation. | Provides multiple and varied examples that relate content to multiple contexts, age groups, or situations

Avoids use of jargon; Introduces new terms completely before using them in content.

Example: Asks "How might this idea look different if you are working with infants?" |
|---|---|---|
| IV.A.4 | Asks open-ended questions

Uses reflective listening, and feedback to elicit participant involvement and perspectives and to enhance learning. | Engages participants to explore alternate ideas and solutions, to evaluate ideas and options, and to make new or related decisions. |
| IV.A.5 | Uses short lecture effectively to convey new content. | Sets up lecture by telling the objective and giving an overview of the content

Connects lecture to the overall session objectives

Connects lecture content to participants' knowledge and experiences

Engages participants during lecture using visuals and discussion.

Examples:
- Includes some video within lecture content
- Uses meaningful chart pages or Power Point slides to highlight lecture content
- Makes the lecture interactive using open-ended questions and discussion. |
| IV.A.6 | Engages participants in meaningful whole or small group discussions of content to facilitate learning

Values the role of the facilitator as a discussion leader. | Integrates participants' comments and perspectives into the learning experiences

Connects discussions to the learning objectives

Provides direction for group discussions; Invites all participants to contribute to the discussion

Summarizes the big ideas that result from discussions.

Example: Uses follow up comments such as "that seems like a great example of the concept we just covered" or "thanks for sharing that example, it's a perfect illustration of what we have been talking about". |

IV.A.3	Intentionally considers the learning needs of all participants during facilitation.	Provides multiple and varied examples that relate content to multiple contexts, age groups, or situations
		Avoids use of jargon; Introduces new terms completely before using them in content.
		Example: Asks "How might this idea look different if you are working with infants?"
IV.A.7	Facilitates meaningful training activities and learning experiences connected to the learning objectives.	Manages group dynamics to conduct learning activities such as: pair shares, learning games, brainstorming, ice breakers, team building activities, simulations, demonstrations, case studies, role plays, etc.
IV.A.8	Understands the role of the facilitator in introducing, maintaining, and concluding learning experiences within the training event.	Clearly introduces learning experiences and their goals
		Offers clear directions Actively circulates during learning experiences (stays engaged with participants); Invites engagement from reluctant participants
		Reinforces the focus of the experience related to the learning objectives.
IV.A.9	Understands and values the use of feedback to affirm and, when necessary, redirect participants' behavior and learning; Is aware of how to give feedback.	Describes specifically what the participant says or does rather than focusing on generalities or making vague generalizations or judgements; Gives specific, well timed information; Reinforces behavior with positive feedback.
		Example: Offers helpful and specific suggestions such as *"When introducing the book, it was great that you read and pointed to the title. You can also use the same technique to reinforce the author and illustrator."*

Code	Knowledge and Comprehension	Application and Synthesis
IV.A.10	Appreciates the importance of transitions between activities, maintaining the logical flow of the training event, and providing a logical closing for each training session. **Examples:** • Summarizes key points at the conclusion of each section of the training and at the end of each session • Recaps session objectives at the end of each session.	Connects activities to the learning objectives and one another Reinforces the way in which the learning in each activity builds on previous activities In series-based training, connects the learning in each training event to the overall goals of the course. **Examples:** • Begins each session of a training series reviewing the content thus far • Returns to session objectives occasionally within the training event to summarize what has been covered thus far.

B. Adapts delivery in response to participants

Code	Knowledge and Comprehension	Application and Synthesis
IV.B.1	Intentionally considers the learning needs of all participants during facilitation Uses language that is inclusive of all.	Provides multiple and varied examples that relate content to multiple contexts, age groups, or situations Avoids use of jargon (technical or professional terminology) until introduced Introduces new terms completely before using them in content.
IV.B.2	Recognizes differing groups of participants that may be present in one training event and their varied needs.	Uses grouping intentionally as a strategy to individualize instruction. **Examples:** • Groups all infant caregivers together • Groups all FCC providers together.
IV.B.3	Circulates, interacts, and observes during participant-led activities to utilize participant responses, to redirect, and to assess success of individuals and the group.	Draws out reluctant participants Ensures equal opportunity to participate within the group activities. **Example:** Notices dominating participants and asks others, *"Can you tell me more about your point of view on this topic?"*

Code	Knowledge and Comprehension	Application and Synthesis
IV.B.4	Conducts summary or 'debriefing' following activities to stress learning points and to clarify content Redirects when needed to ensure learning objectives are met.	Asks participants to clarify responses or concepts Uses questions from group discussions to generate broader conversations. **Example:** Challenges generalizations such as *"Sue, your group says that all parents want their children to focus on learning to read and write as soon as possible. Can anyone think of an example when this was not the case?"*
IV.B.5	Recognizes differing speed of knowledge and skill acquisition Observes carefully during learning experiences.	Modifies timing of training event to speed up or slow down delivery to ensure all participants are meeting learning objectives. **Examples:** • Conducts an additional demonstration • Adds a second scenario or case study for practice and discussion • Adds a second more challenging situation for role play.
IV.B.6	Knows strategies to develop strong visual presentations (charts, video, PowerPoint, etc.) to increase engagement and enhance learning.	Uses visuals purposefully and at appropriate times throughout the training to engage learners and maintain attention.

C. Uses time effectively

Code	Knowledge and Comprehension	Application and Synthesis
IV.C.1	Sets expectations for timing of the training session and activities within the session **Examples:** • Starts and ends on time • Sets a time limit for activity *"In 15 minutes we will regroup."*	Uses training strategies to minimize time off the topic **Example:** Uses a 'parking lot' for questions outside of training topic.
IV.C.2	Uses appropriate techniques to manage group dynamics and to ensure that participants are engaged in the tasks of the training.	Redirects participants who are off topic or not engaged in the learning activities Assists the group to refocus or restart. **Example:** Circulates during learning activities to remind participants of time limits and restarts activity if needed, e.g. *"How is your case study coming? Did you identify a possible red flag in the situation your group was assigned?"*

D.   Maintains integrity of the instructional plan

Code	Level 1: Knowledge and Comprehension	Level 2: Application and Synthesis
IV.D.1	Is very familiar with the entire instructional plan. **Example:** Knows the entire Trainer Guide, if it's a state developed curriculum or Outline, if developed by the trainer.	Follows the instructional plan making only minor modifications as needed to meet the needs of the group.
IV.D.2	Introduces and explains objectives of the training event and individual activities as described in the instructional plan.	Frequently references learning objectives and connects them to the content and activities Modifies learning activities and timing as needed while maintaining the focus of the learning objectives. **Example:** Adds a newly developed video on book handling skills not described in the instruction plan in place of the originally planned mini lecture on the same content.

E.   Demonstrates knowledge of the content

Code	Level 1: Knowledge and Comprehension	Level 2: Application and Synthesis
IV.E.1	Possesses extensive knowledge and practical experience in the topic area (content) and can deliver the main content points consistently to participants.	Maintains content related resources and stays abreast of new developments in the content area.
IV.E.2	Bases facilitation of the training event on accurate, current information consistent with sound theories and principles of child development and developmentally appropriate practice and most current Minnesota statute and Rule.	Researches current trends in the topic area, including recent updates to state statutes or rules, and synthesizes these findings to support learning objectives and address participant questions. **Example:** Explains difference is rules for family child care providers and center based staff accurately based on current statutes and Rules.
IV.E.3	Reflects knowledge of the value of diversity, uniqueness, and abilities of all children and families in training content and delivery.	Recognizes that the professional knowledge base is changing and includes a growing awareness of child development theory and research that have been focused on white, middle class children in families educated in predominately Anglo-American schools Demonstrates willingness to challenge outdated approaches and seeks out information to supplement knowledge.

Code		
IV.E.4	Understands the need for an anti-bias approach to teaching young children.	Seeks out new approaches to content and instruction that reflect equity and inclusion Challenges approaches that reinforce bias or privilege.

Content Area V: Assessing and Evaluating Training

A. Evaluates training practices

Code	Knowledge and Comprehension	Application and Synthesis
V.A.1	Utilizes training evaluation methods identified in the instructional plan to provide input on training design and delivery.	Utilizes evaluation results to strengthen training delivery over time. **Examples:** • Keeps records of successes and challenges during training events • Suggests modifications to training instructional plan to strengthen for future use.
V.A.2	Understands the connection between training evaluation and trainer's ongoing professional development.	Uses evaluation results, self-assessment, and observation to inform professional development choices and planning.

B. Assesses learner outcomes

Code	Knowledge and Comprehension	Application and Synthesis
V.B.1	Values participant self-assessment Manages time to include self-assessment within the training event.	Supports participants to use their self-assessments to identify next steps for their professional development. **Example:** Conducts action planning based on participants' self-assessments.
V.B.2	Observes learning experiences within the training event to monitor if learning objectives are being achieved.	Uses observation and feedback to adjust during the training event to support individual participant's learning. **Examples:** • Modifies activities • Conducts additional practice • Reviews difficult concepts.
V.B.3	Understands the use of observation-based and non-observation-based assessment methods (quizzes, skill demonstrations, etc.).	Implements learning assessments with fidelity. **Example:** Participates in training related to assessment measures prior to use.

V.B.4	Recognizes own biases affecting judgements when observing adult learning.	Strengthens skills in objective, authentic observation of adult learning.
		• **Examples:** Practices observation of trainees during group activities and checks assumptions about learning • Notices body language among participants that signals engagement or disengagement.

Content Area VI: Instructional Design

A. Develops content based on research and what is known about evidence-based practices

Code	Knowledge and Comprehension	Application and Synthesis
VI.A.1	Uses the Minnesota Knowledge and Competency Frameworks and Minnesota Early Childhood Indicators of Progress (ECIPs) to identify training content relevant to care setting and competency area.	Uses standards associated with quality practices such as NAEYC Professional Standards and Competencies for Early Childhood Educators, Head Start Performance Standards, Caring for Our Children: National Performance Standards Guidelines for Early Care and Education Programs, Minnesota ECIPs, Parent Aware standards, and accreditation standards to inform content.
VI.A.2	Used Minnesota's School-age Indicators of Progress (SAIP) to identify training content relevant to care setting and competency area.	Uses standards associated with quality practices such as Minnesota's School-age Indicators of Progress (SAIP) and National After School Association – Core Knowledge and Competencies.
VI.A.3	Knows foundational statements, theories, and principles associated with high quality (evidence based) early childhood and school age care and education.	Aligns content with foundational statements, theories, and principles associated with high quality early childhood and school age care and education. **Example:** Creates a training session on family engagement using information from *NAEYC Position Statement on Advancing Equity in Early Childhood Education.*
VI.A.4	Uses relevant current research to inform training content; Cites research sources accurately within Instructional Plan or Trainer Guide.	Focuses training content on seminal research and research from last 5 years Acknowledges limitations of current research in reflecting perspectives of all families.

Code	Knowledge and Comprehension	Application and Synthesis
VI.A.5	Identifies relevant Minnesota-based standards, regulations, or processes related to the training content.	Incorporates references to relevant Minnesota-based standards, Minnesota Statute and Rules, regulations, or processes related to the training content within the Instructional Plan or Trainer Guide. **Example:** Uses domains and indicators from the ECIPs when developing a training event related to supporting children's agency.
VI.A.6	Understands methods for conducting needs assessment.	Determines needs of participants; aligns content to work environment and participant needs.
VI.A.7	Creates measurable learning objectives for the training event that align to the big ideas of the content Learning objectives are formatted using observable action verbs.	Learning objectives reflect higher order thinking skills and demonstration of skills that apply to the work environment. **Example:** Creates an objective such as 'As a result of participation in this training, participants will be able to describe and demonstrate three techniques for capturing children's interest at the beginning of a group time.'

B. Uses principles of universal design to include all participants

Code	Knowledge and Comprehension	Application and Synthesis
VI.B.1	Understands the concepts of the Minnesota Framework for Universal Multicultural Instructional Design as it applies to the development of adult learning (training).	Incorporates the concepts of Minnesota Framework for Universal Multicultural Instructional Design in instructional plans.
VI.B.2	Recognizes the use of jargon (technical or professional terminology) in instructional plans.	Minimizes use of jargon; Includes explanations of new terms and jargon when necessary to the content. **Example:** Explains the term 'inclusion' as part of the introduction to a short video on inclusive playgrounds.

VI.B.3	Recognizes the importance of including visuals, examples, scenarios, and case studies that represent the diversity of the broader community.	Writes anecdotes, examples, case studies, etc. for the Instruction Plan that reflect diversity of race, class, culture, gender, sex, ability, language, religion, and other identities
		Includes visuals and examples that challenge stereotypes.
		Examples:
		• When describing outdoor play, use examples of rough and tumble play initiated by girls
		• Vary names of children used in examples to reflect names common to differing cultural groups
		• Review visuals to ensure that children of varying abilities and ethnic groups are included.
VI.B.4	Values training experiences that encourage participants to discuss their own experiences, goals, and challenges.	Creates and includes learning opportunities in which participants use their own experiences, goals, questions, or challenges as the basis for discussion or activity.
		Example: Designs a learning experience (activity) in which participants create a case study of a child behavior they are currently experiencing that is confusing or is a developmental red flag.
VI.B.5	Recognizes that participants will differ in their prior knowledge and experience related to the content and in their approach to learning opportunities.	Creates and includes learning experiences in which participants at varying levels can interact, learn from one another, and scaffold new learning.
		Example: Designs a discussion-based learning experience in which participants select their small group based on their current goals and challenges.
VI.B.6	Recognizes that participants will differ in their motivation and their past experiences with adult learning.	Clearly describes the learning objectives of the training event
		Describes the content accurately in the description
		Includes an introduction that provides a connection to the learner's work and goals.

C. Utilizes a variety of learning/instructional strategies

Code	Knowledge and Comprehension	Application and Synthesis
VI.C.1	Recognizes the multiple modalities used by adult learners Values the role of preferences in adult learning.	Develops content based on an understanding of adult attention span Uses a variety of active learning strategies within instructional design.
VI.C.2	Understands and values the many ways in which adults represent their knowledge and learning.	Includes training experiences that use differing methods to respond, e.g. discussion, illustration, acting out ideas, etc.
VI.C.3	Knows a variety of training delivery strategies and instructional methods.	Selects and uses the training delivery strategy and instructional method best suited to the specific learning objective, level of learning, and diverse groups of trainees. **Example:** Choses a demonstration and simulation to align with a learning objective in which participants are expected to demonstrate their skill in reading aloud to young children.
VI.C.4	Plans for the transfer of learning.	Includes multiple opportunities for realistic practice in the training design Designs learning experiences that include opportunities for participants to identify their challenges to implementation.
VI.C.5	Understands the principles of curriculum sequencing and organization.	Sequences content and designs activities within the training to achieve a coherent and integrated training curriculum.
VI.C.6	Utilizes series-based training events to scaffold learning and allow time for practice and repetition.	Plans series-based instruction with a logical progression from general to specific, known to unknown, or using chronological order.
VI.C.7	Values the use of reflection to digest new information and plan for implementation.	Includes reflection experiences and follow up activities in training design.

D. Aligns content and assessment to objectives

Code	Knowledge and Comprehension	Application and Synthesis
VI.D.1	Outlines what participants will know and be able to do as a result of the training event (learning objectives).	Creates well developed learning objectives that accurately address the big ideas of the training event.
VI.D.2	Organizes content of the training event so that all learning activities align to learning objectives.	Creates and describes engaging adult learning experiences (including all activities) that match the behavior described in the learning objective. **Example:** In a training event with a learning objective of *'Participants will be able to describe a literacy rich learning environment'* there is an actual opportunity for participants to create and demonstrate their description (to describe).

Code	Knowledge and Comprehension	Application and Synthesis
VI.D.3	Understands the need to assess learning during the training event.	Plans for opportunities to observe mastery of learning objectives within the training event; Includes direction within the Instructional Plan for observation-based assessment opportunities. **Example:** In a training event with a learning objective of *'Participants will be able to ask open-ended questions to engage children in a story read aloud'* participants will have a chance to demonstrate their ability to ask open ended questions while conducting a read aloud. The Trainer is also directed (as part of the instruction plan) to observe and note mastery of the skills taught. The Instructional Plan also notes that this is the trainer's opportunity to make a "course correction" of the instructional plan if participants are not demonstrating mastery.
VI.D.4	Uses the conclusion of the training session to revisit learning objectives and reinforce the competencies mastered (learning objectives met) and to encourage the completion of a training evaluation.	Builds into the instructional plan opportunities for individual reflection on mastery and action planning for next steps in learning.

Content Area VII: Technology-based Training

A. Designs course and instructional materials to achieve learning objectives

Code	Knowledge and Comprehension	Application and Synthesis
VII.A.1	Is aware of differences between classroom and online training methods Recognizes the potential and limitations of technology-based training. **Example:** Recognizes that training in which skills must be demonstrated at a specific level such as car seat training or CPR training may not be well suited to technology-based training alone.	Understands how online learning technology works; Identifies appropriate synchronous and asynchronous learning activities. **Examples:** • Uses a variety of synchronous and asynchronous methods such as discussion, simulations, learning games, readings, videos, etc. • Choices for learning activities match learning goals.

VII.A.2	Knows a variety of technology-based learning activities, e.g. discussions, lectures, games, simulations, video, etc.	Aligns technology-based learning activities (synchronous and asynchronous) to learning objectives. **Examples**: • Uses synchronous learning activities (chat) to align with objectives in which participants 'discuss' or 'describe' their learning • Uses asynchronous activities such as a message board for learning that aligns with objectives in which participants must 'compare' or 'explain'.
VII.A.3	Recognizes the need to provide variety and interaction in technology-based learning opportunities.	Constructs or chooses instructional materials that capitalize on technology-based learning Aligns synchronous and asynchronous learning activities to learning objectives. **Examples:** • Creates a course in which learners have access to content in varied formats such as readings and video • Uses synchronous and asynchronous discussion for application of content and training transfer • Uses learning games and simulations to provide practice and engagement.
VII.A.4	Selects learning opportunities to align with the learning objectives of the training event.	Modifies learning opportunities to match the needs of the participants Prepares supplementary opportunities to enrich or scaffold the learning. **Examples:** • Offers 'additional' content or resources to address issues surfaced by participants; • Aligns content to participants learning level and the setting in which they work.
VII.A.5	Uses interaction in learning activities to assess learner's mastery of learning objectives.	Uses feedback or supplementary learning opportunities to individualize or scaffold learning. **Example:** In week 1 of a training, participants surface that they are unfamiliar with the ECIPs discussed in the training. The trainer adds a short video (mini lecture) to the next week's content to support learners in understanding the ECIPs and their role in the training content.

VII.A.2	Knows a variety of technology-based learning activities, e.g. discussions, lectures, games, simulations, video, etc.	Aligns technology-based learning activities (synchronous and asynchronous) to learning objectives. **Examples**: • Uses synchronous learning activities (chat) to align with objectives in which participants 'discuss' or 'describe' their learning • Uses asynchronous activities such as a message board for learning that aligns with objectives in which participants must 'compare' or 'explain'.
VII.A.3	Recognizes the need to provide variety and interaction in technology-based learning opportunities.	Constructs or chooses instructional materials that capitalize on technology-based learning Aligns synchronous and asynchronous learning activities to learning objectives. **Examples:** • Creates a course in which learners have access to content in varied formats such as readings and video • Uses synchronous and asynchronous discussion for application of content and training transfer • Uses learning games and simulations to provide practice and engagement.
VII.A.4	Selects learning opportunities to align with the learning objectives of the training event.	Modifies learning opportunities to match the needs of the participants Prepares supplementary opportunities to enrich or scaffold the learning. **Examples:** • Offers 'additional' content or resources to address issues surfaced by participants; • Aligns content to participants learning level and the setting in which they work.
VII.A.6	Appreciates the ever-changing nature of technology-based learning.	Participates in opportunities to improve technology-based learning Investigates and implements new tools, teaching methods, and technologies to enhance learning.
VII.A.7	Understands the responsibility to cite sources and to honor ownership of intellectual property.	Uses seminal and current sources Applies generally accepted rules for citing sources and giving credit for ideas, text, photos, etc.

B. Facilitates course to create learner interaction and engagement

Code	Knowledge and Comprehension	Application and Synthesis
VII.B.1	Understands the use of technology and the specific tools used in the Instructional Plan.	Masters the technology tools prior to the start of the training experience Has a backup plan for technology failure
VII.B.2	Values the role of the trainer as a facilitator in supporting engagement and providing feedback.	Provides regular feedback to online learners; Is active in the online discussions (activities).
VII.B.3	Values the role of the facilitator in supporting connections between online learners (interaction).	Uses synchronous and asynchronous learning opportunities to connect learners Encourages learner interaction. **Examples**: • Points out similarities in learners' ideas or challenges • Groups learners for discussion or activities based on similarities of interests, needs, etc.
VII.B.4	Clearly states and reinforces expectations for learner interaction and engagement in training event.	Provides multiple opportunities for leaners to engage in content and interaction Offers options that appeal to a broad range of learners. **Examples:** • Includes a variety of readings or video on one topic and allows participants to make choices as to the content that best matches their interests • Offers multiple discussion questions or assignments and allows participants to make choices about which matches their learning needs.

C. Facilitates learner access to support

Code	Knowledge and Comprehension	Application and Synthesis
VII.C.1	Is familiar with online learning tools and resources for support. **Examples**: • Introduces the participants to the technology used and technology support available before the course begins • Refers participants to technology support often and throughout the course to resolve technology challenges.	Creates or uses instructional tools that highlight support options. **Example:** Includes links to technology support in syllabus and in online classroom.
VII.C.2	Sets expectations for response time and availability.	Provides 'back up' options for support when unavailable.
VII.C.3	Is responsive to learner questions or challenges; Accesses messages regularly.	Solves routine problems Connects learners to resources for more challenging issues.

Key terminology

Competency: Demonstration of a skill or ability. Core competency refers to capability required within an industry that is essential for a person to accept work in that industry, an observable and measurable set of knowledge or skills. The knowledge and skill must distinguish between superior performers (or exemplary performance) and others.

Cultural humility: Being aware that one cannot be an expert on how another person experiences their own culture, avoiding assumptions, and working to understand the other person's perspective on how their culture influences and shapes then, including their work.

Dispositions: The National Council for Accreditation of Teacher educators defines dispositions as "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors." Lillian Katz, a longtime early childhood educator, describes dispositions as a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal." [1993, 1]

Evidence-based practice: An intervention, strategy, or component of instruction that has been proven, through data-based research, to be effective in proving outcomes for individuals when the practice is implemented with fidelity (i.e. exactly how the practice or intervention was meant to be carried out).

Equity: The National Association for the Education of Young Children (NAEYC) defines equity as "each person receiving the necessary supports in a timely fashion to develop their full intellectual, social, and physical potential. Advancing equity requires remediating differences in outcomes that can be traced to biased treatment (by people or by systems) of individuals because of their social identities."

Reflection: To think about actions in order to improve practice.

Training: NAEYC and the National Association of Child Care Resource and Referral Agencies (NACCRRA) define training as "a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills." [2011] Training may be presented in a variety of modalities and models.

Universal Design: a set of principles that can be applied to the development or delivery of training to ensure that all learners can access and participate in meaningful, challenging learning opportunities. Universal design focuses on elimination of barriers (physical and psychological) and meeting learners where they are at.

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Zaslow, M. & Martinez-Beck, I. (eds.) (2006). *Critical issues in early childhood professional development.* Baltimore, MD: Brookes

The trainer competency documents from the following states provided inspiration:

- Ohio: http://www.ocwtp.net/Current%20Trainers.html
- Colorado: https://ecpd.costartstrong.org/ets/companies/08c38354-7b3d-4abd-b1ca-8309d9c5b000/UserFiles/Trainercompetencies.numbered2.18.2016.pdf
- Georgia https://www.training.decal.ga.gov/sites/default/files/uploads/docs/professional-development-competencies.pdf
- New York   http://nysaeyc.org/wp-content/uploads/Trainer-Competencies.pdf

Documents referenced in the Competencies:

Caring for Our Children: National Health and Safety Performance Standards Guidelines for Early Care and Education Programs found online at https://nrckids.org/CFOC

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to Age 8 (NAEYC Position Statement) found online at https://www.naeyc.org/resources/position-statements/dap

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards: Birth to Kindergarten (ECIPs) found online at https://education.mn.gov/MDE/dse/early/ind/

Head Start Program Performance Standards found online at https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii

Minnesota Framework for Universal Multicultural Instructional Design found online at http://ceed.umn.edu/wp-content/uploads/2017/07/UIDCEEDfinaldraftframework8.pdf

Minnesota's Knowledge and Competency Framework for Early Childhood Professionals (various editions) found online at https://education.mn.gov/MDE/dse/early/know/

Minnesota's School-age Indicators of Progress (SAIP) found online at https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6398-ENG

NAEYC Code of Ethical Conduct and Statement of Commitment and Supplement for Early Childhood Adult Educators found online at https://www.naeyc.org/resources/position-statements/ethical-conduct

NAEYC Position Statement on Advancing Equity in Early Childhood Education found online at https://www.naeyc.org/resources/position-statements/equity-draft

NAEYC Program Accreditation Standards found online at https://www.naeyc.org/accreditation/early-learning/standards

National After-School Association – Core Knowledge and Competencies for Afterschool and Youth Development Professionals found online at https://indd.adobe.com/view/52148024-4c17-42d4-9aef-dfef320cf6cf

Parent Aware Quality Rating and Improvement System: Standards and Indicators found online at https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6346B-ENG