
OHIO'S

Core Knowledge & Competencies for Instructors & Instructor Guide

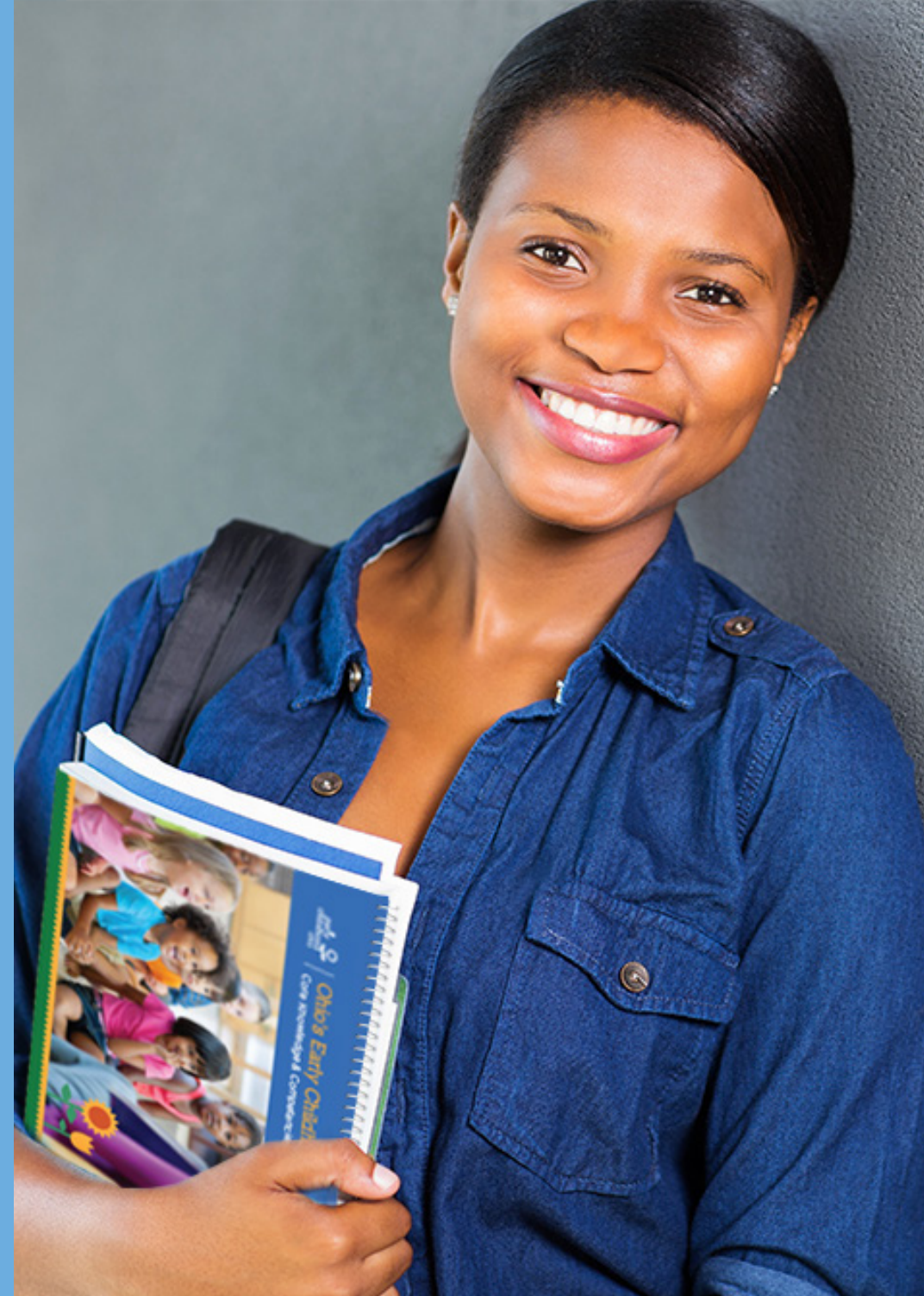


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Supporting early childhood professionals in their pursuit of excellence is a worthy goal – and a challenging one! Whether you are new to the work of providing professional development or have been offering learning opportunities for years, *Ohio’s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



PART 1

Laying the Groundwork



Introduction

This Guide will support and enhance your knowledge and skills for creating and delivering high quality professional development.

Purpose

Ohio's Core Knowledge & Competencies for Instructors & Instructor Guide is meant as a companion resource for Ohio's collection of Core Knowledge & Competencies documents.* These documents include:

- *Ohio's Early Childhood Core Knowledge & Competencies;*
- *Ohio's Afterschool Core Knowledge & Competencies;*
- *Ohio's Core Knowledge & Competencies for Program Administrators;*
- *Ohio's Core Knowledge & Competencies for Early Childhood Mental Health Professionals; and*
- *Ohio's Core Knowledge & Competencies Field Guide: Guiding Young Children's Behavior by Supporting Social and Emotional Development.*

Each Core Knowledge & Competencies (CKC) document identifies the breadth and depth of what early childhood and school-age professionals must know and be able to do in order to provide high quality services. As such, the CKC document collection provides an authoritative, comprehensive, and valuable source of subject matter content for Ohio's professional development system.

The Instructor CKC/Instructor Guide provides additional knowledge and expertise for those responsible for facilitating Early Childhood and School-Age professionals' learning. You can use this Guide to:

- Help integrate Early Childhood and School-Age CKC content into learning experiences in a way that promotes professionals' progress along their individual developmental pathways;
- Provide hands-on planning for every phase of instruction; and
- Find tips, tools, and resources that will enhance your own knowledge, skills, and confidence as an adult educator.

A NOTE ABOUT WORDING

The field of early childhood and school-age care is very diverse, as is the community of instructors who provide professional development opportunities. In many ways, this is one of our greatest strengths. It does, however, present a challenge when it comes to selecting appropriate language. We offer the following clarifications:

Professional Development – The umbrella term to describe a variety of learning opportunities that share the goal of strengthening the knowledge and competencies that form the basis for professional practice (i.e., the CKC).

Examples include:

- Coaching and Mentoring;
- College coursework;
- Community of Learners/Study Groups;
- eLearning/Electronic (Web-based or Blended Format);
- Training; and
- Technical Assistance.

Instructor – The individual who provides professional development to early childhood (EC) or school-age professionals.

Sponsor – An individual or organization that is requesting professional development for a third party.

*Copies of the CKC documents, can be downloaded from the Early Childhood Ohio website: www.earlychildhoodohio.org.

WHAT AND WHY

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

Teacher/caregiver pre-service and in-service education impacts children’s experiences and learning in the following ways:

- Participation in in-service professional development is related to higher quality environments and better adult-child interactions.
- Professional development is positively correlated with quality for both center-based and Family Child Care professionals.
- Professional development is related to higher skills, regardless of individual formal educational qualifications.

The Instructor CKC/Instructor Guide, in conjunction with Ohio’s other CKC documents, is intended as another tool for building more cohesive, effective professional development, whether in community-based or higher education settings.

GUIDING PRINCIPLES

The writing team who developed the Instructor CKC/Instructor Guide was strongly committed to a set of guiding principles. The goal was to create a document that:

- Identifies the key concepts that apply to anyone providing professional development to early childhood and school-age professionals;

- Applies to individuals who are providing instruction to early childhood and school-age professionals working in many different settings and roles;
- Represents knowledge and observable skills for all levels of instructors from those just beginning to offer professional development through those at an expert level;
- Recognizes that children with special needs are included in the population of children that early childhood and school-age professionals serve;
- Is culturally sensitive and respectful;
- Is based on what is currently known – from research and expert knowledge from the field – about the way adults learn, and best practices in the field to support them in their work with young children; and
- Is reader-friendly and useful in a variety of ways.

INSTRUCTOR DISPOSITIONS

In addition to the knowledge and skills that instructors possess, their attitudes, perspectives and beliefs about adult learners and learning also play a key role in the effectiveness of their professional practice. These are called dispositions. The instructors who are most effective in supporting and encouraging adult learners:

- Perceive being an instructor as a valuable occupation/profession/career worthy of one’s full effort;
- Delight in and are curious about adult learners and how they grow and learn;
- Acknowledge that learners are intelligent adults, able to make choices about their own learning;
- Respect learners and the children and families with whom they work;
- Appreciate and support the unique and vital role of professionals in children’s lives;
- Learn new knowledge and skills that will promote effective training practices;
- Value and celebrate the diversity found in professionals and their programs;
- Ask for help, learn from others, and accept constructive criticism;
- Reflect on their own attitudes, beliefs, and practices, and the factors that influence them;
- Accept responsibility for their role, actions, and impact on learners;
- Respond to challenges and changes with flexibility, perseverance, and cooperation;
- Enjoy collaborating with others; and
- Have a sense of humor and appreciate its impact when used wisely.

Audiences and Purposes of the Instructor CKC/Instructor Guide

Audience	Purpose
Instructors	<ul style="list-style-type: none"> Assess one's own knowledge and competence in providing professional development for adult learners; Assess one's own instructional skills and strengths; and Organize professional development opportunities using the CKC framework of leveled competencies.
Developers and Providers of Professional Development (Agencies/Organizations)	<ul style="list-style-type: none"> Identify best practices for professional development and teaching adult learners; Use in hiring and evaluating instructors; Set up instructor/presenter guidelines when planning for events or conferences; and Identify tracks or levels when planning for events or conferences.
Higher Education	<ul style="list-style-type: none"> Use instructor competencies to assess instructor knowledge and skills; Provide framework (i.e., Cycle of Instruction), tips and resources for instructors; and Link CKC content to curriculum and instruction.
Early Childhood and School-Age Program Administrators	<ul style="list-style-type: none"> Select and evaluate professional development providers; and Identify resources for staff development.
State & Local Agencies	<ul style="list-style-type: none"> Identify common goals across agencies surrounding professional development; Develop policy, initiatives, and regulatory decisions that will elevate the professional development competencies of instructors; and Reduce redundancy in requirements, processes, reporting, etc. across agencies.
Early Childhood & Afterschool Advocates	<ul style="list-style-type: none"> Reinforce the concept and language of professionalism in the field of professional preparation and development; and Educate parents, policymakers, and the general public about the areas of professional practice in early childhood and afterschool care and the need for competent professionals and instructors.
Others	<ul style="list-style-type: none"> Appreciate the degree of knowledge and skill required for professional competency in providing high quality professional development for Early Childhood and School-Age professionals; and Identify the key national, state, and local organizations, initiatives, and resources essential to professional development within the field.

PART 2

Instructor Core Knowledge & Competencies



Overview

This Instructor CKC/Instructor Guide focuses on the instructor as a professional with specialized dispositions, knowledge, and skills. It describes the breadth and depth of what an instructor must believe, know, and be able to do in order to provide exemplary professional development experiences for Ohio's early childhood and school-age community of professionals – regardless of the content of a professional development offering. The *Core Knowledge & Competencies for Instructors & Instructor Guide* provides a thorough, organized description of the range of knowledge and skills that professional development instructors should strive to possess so that those whom they teach and support can reap the benefit.

FRAMEWORK

Five broad content areas shape professional development practice. They are listed below in no particular order and should be seen as equally important areas that are connected:

- Professionalism;
- Assessment of Professional Development Needs;
- Design of the Learning Experience;
- Delivery of the Learning Experience; and
- Evaluation of Professional Development.

Sections

Each of the five content areas has three sections:

- **Rationale:** The reasons the content area is essential in the instructor's work creating and delivering high quality professional development;
- **Knowledge Base:** The cognitive foundation of skilled professional behavior; and
- **Competencies:** The observable behaviors that are the skilled expression of an instructor's professional knowledge.

ETHICAL RESPONSIBILITIES OF INSTRUCTORS

Instructors must also adhere to ethical guidelines that apply to their work with adult learners. The National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct Supplement for Early Childhood Adult Educators lists principles and ideals organized under six main areas:

- Ethical responsibilities to adult learners;
- Ethical responsibilities to practicum sites;
- Ethical obligations to institutions of higher learning and agencies providing training;

- Ethical responsibilities regarding colleagues;
- Ethical responsibilities to children and families; and
- Ethical responsibilities to community, society, and the field of early childhood education.

COMPETENCY LEVELS

In order to represent the ongoing development of the professional practices of the instructor, competencies are outlined for three different levels. The levels represent a progression of complex skills. All instructors would be expected to possess Level 1 competencies. It is understood that individuals possess competencies at various levels and will progress through them at different rates.

The intent is not to identify an instructor as Level 1, 2 or 3. Rather, the intent is to provide a tool for professional growth. Instructors may possess some competencies at a Level 1, and other competencies at a Level 2 or 3. As individuals gain skills and expertise, based on individual strengths and professional development, they will progress from one level to the next. Identifying specific areas of lesser competence is the first step in creating specific, achievable goals for increasing professional knowledge and skill.

CONTENT AREA A

Professionalism

Rationale

Establishing Credibility and Knowledge Base

Credibility is achieved when the instructor displays a strong knowledge base through education and experience. Quality instructors create an atmosphere where participants can learn new content and skills for their profession. Instructors have a responsibility to provide instruction that is based on current practice and research.

Demonstrating Professional Ethics

Ethical practices are the foundation of professionalism, and instructors are expected to abide by the appropriate code of ethics. Instructors should incorporate ethical and equitable practices, while creating and maintaining relationships with professionals.



Knowledge Base | Credibility

Knowledge	Level 1	Level 2	Level 3
The benefits of belonging to relevant professional organizations/networks.	Belongs to, and accesses the resources of, a professional organization or network.	Is involved in a professional organization or network.	Serves in a leadership capacity in a professional organization or network.
The meaning and value of continuous professional development and reflective practice.	Engages in a self-assessment process to identify areas of potential growth.	Takes advantage of opportunities to advance knowledge and competence in identified areas of need.	Assesses professional competence, seeks out professional development, and synthesizes and implements new knowledge in practice regularly.
The importance of education, knowledge and experience in providing quality professional development experiences.	Has education and experience relevant to the content of the professional development.	Connects relevant education and experience to the content during delivery of professional development.	Incorporates additional sources of expertise into professional development to enhance own credibility.
The principles of effective collaboration.	Networks with other instructors through meetings, conferences, training, or social media.	Participates in building or enriching networks of instructors.	Mentors other instructors informally or formally.
The importance of providing instruction based on current research and/or recommended practice, including appropriate citation of references.	Identifies current and reputable research and/or recommended practice to develop instruction and cites all source materials accurately and completely.	Incorporates reputable research, references and recommended practice into instruction, and connects it to the learning experience.	Reviews source materials annually and updates with the most current research.
The importance of providing instruction based on the regulations relevant to the content.	Identifies current regulations, policies and procedures, standards, and recommended practices applicable to training.	Incorporates knowledge of current and impending changes to relevant regulations, policies and procedures, standards, and recommended practices into professional development.	Advocates for improved regulations, policies and procedures, standards, and recommended practices that impact children, families, and the field.

Knowledge Base | Ethics

Knowledge	Level 1	Level 2	Level 3
The professional ethics related to working with adult learners, such as the NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators.	Adheres to a relevant professional code of ethical conduct for working with adult learners.	Models and articulates ethical conduct pertinent to training topics.	Manages ethical dilemmas as they arise and facilitates constructive discussion.
The importance of anti-bias and <i>equity</i> principles and best practices.	Understands anti-bias and equity principles.	Reflects on personal bias and experiences that may influence one's presentation of content ensuring principles of equity are evident.	Fosters awareness and exploration of the participants' potential biases and principles of equity regarding professional practice.
The contractual relationships, responsibilities, and agreements incumbent in ethical work.	Reaches agreement with sponsoring agency regarding goals, costs, limitations and reporting.	Fulfills mutually agreed upon expectations with agency sponsoring professional development.	Negotiates mutually satisfying resolutions regarding agreed upon expectations.

Knowledge Base | Relationships

Knowledge	Level 1	Level 2	Level 3
The strategies used to diffuse conflict and promote a shared learning environment.	Recognizes the need to diffuse the situation when a conflict arises and attempts to end the conflict.	Adjusts to unexpected situations that arise in a professional manner and uses a variety of techniques to resolve any conflicts.	Negotiates a resolution to the conflict that is mutually acceptable and uses the situation as a teaching opportunity.
The learning environment and experience that value diversity through interaction.	Creates an intentional atmosphere of respect for diverse values, attitudes, and beliefs among the group.	Models reflective awareness of his/her own potential cultural bias and incorporates strategies to bridge distances created by differences in cultural background.	Models an approach to cross-cultural encounters characterized by an open-mind, a willingness to learn from each other, mutual respect, objectivity, and rational critique.
The principles of effective and respectful communication that validates all parties.	Acknowledges that different communication styles are needed in different situations.	Adjusts communication style, vocabulary, and format to the situation, including non-verbal cues.	Uses a variety of communication techniques to enhance the quality and effectiveness of interactions.
The value of establishing and maintaining professional boundaries.	Establishes professional boundaries.	Maintains boundaries while responding respectfully when faced with a boundary dilemma.	Evaluates the origins and impact of one's own boundaries and makes needed adjustments.

CONTENT AREA B

Assessment of Professional Development Needs

Rationale

Intentionality and Needs Assessment Increase Knowledge

High quality professional development can only occur when it meets the needs of participants. It is the role of the instructor to ensure that learning objectives are identified and that content is designed to be meaningful and to provide relevant learning experiences for participants.

The instructor should gather information for needs assessments, facilitate engagement between participants, and set high expectations to ensure successful design and delivery. When the professional development needs of early childhood professionals have been assessed and then intentionally addressed, participants are more likely to understand and effectively use the content that is presented.



Knowledge Base | Assessment

Knowledge	Level 1	Level 2	Level 3
The value of conducting an assessment to identify areas of need (e.g. CKC Documents).	Identifies the areas of need to be assessed.	Develops and implements a plan to conduct a needs assessment.	Modifies and changes the plan in response to circumstances.
The effective methods for using needs assessment data to inform instruction design.	Utilizes needs assessment data to inform presentation planning.	Analyzes data from multiple measures to inform presentation planning.	Synthesizes multiple points of data to determine priorities in presentation planning.
The importance of ongoing <i>formative assessment</i> to drive instruction.	Recognizes the need to continuously assess participants' comprehension during the delivery of instruction.	Uses a variety of methods (both formal and informal) for collecting data to assess learner comprehension and engagement.	Adapts delivery of instruction based on the on-going assessment of the participants.

CONTENT AREA C

Design of the Learning Experience

Rationale

Designing Engaging Learning Experiences Grounded in Research

In order to gain the most impact while meeting the needs of all participants, instructors must consider multiple factors when constructing learning design.

Research informs us it is important to consider the differing learning needs and styles of participants and provide opportunities to interact with the material in multiple meaningful ways. By incorporating research-based ideas and practices, the instructor will be able to develop objectives and strategies that will positively influence participants' knowledge and skills.



Knowledge Base | Design

Knowledge	Level 1	Level 2	Level 3
The conceptual adult learning frameworks and theories that explain individual differences among learners.	Understands that individuals learn and process information in different ways.	Uses instructional strategies designed to accommodate individual learning styles.	Modifies instructional strategies and supports during the training based on the learning styles and needs of the participants.
The purpose and value of intentionally selecting and effectively writing learner objectives.	Identifies meaningful learning objectives based on current research and best practice.	Designs content and instructional methods based on learning objectives.	Modifies content and instructional methods for each objective, according to formative assessment of audience.
The variety of instructional methods and when they are most effective.	Chooses a variety of instructional methods and materials that are appropriate for the proposed learning objectives and audience.	Chooses instructional methods and materials that promote sequential development of knowledge and/or skills.	Incorporates the capacity for flexibility in instructional methods and materials to meet diverse learning needs.
The awareness, application, and integration of new information and/or skills in the learning process.	Understands the sequence and stages in acquiring and applying new knowledge.	Plans intentional activities for participants to practice new skills and knowledge.	Assists learners in planning for the incorporation of new skills and knowledge into their practice.
The importance of opportunities for participants to share knowledge and experiences to learn from each other.	Understands the importance of opportunities for participants to share throughout the learning experience.	Creates opportunities for participants to share throughout the learning experience.	Designs opportunities for participants to reflect on the information shared as part of the learning experience for each objective.

CONTENT AREA D

Delivery of the Learning Experience

Rationale

Setting the Stage

Participants gain the most from a learning experience when they are physically comfortable and feel they are in a safe environment to express their ideas. It is important to recognize and appreciate the knowledge participants bring to the table, as well as the diverse backgrounds and experiences that people come from. Professionals will be more willing to participate and learn if they understand the importance of the investment in training for their own personal and professional growth. Emphasizing the connection between the content and the daily practice of the participants within the early childhood environment will make the learning experience more relevant.

Flexible Learning

The skilled instructor understands participants' preferences in learning styles, values how culture and backgrounds can influence learning styles, and develops instructional techniques to address a variety of learning styles and preferences. Instructors need to be flexible in order to accommodate the learner's current knowledge level, while ensuring that learning objectives are met. Strong communication skills with effective word choice, body language and respect assure participants' understanding and collaboration.

Knowledge Base | Facilitates Engagement

Knowledge	Level 1	Level 2	Level 3
The factors in the environment that can influence the learning process.	Identifies materials and room arrangement to encourage learner engagement.	Plans for specific groupings and room arrangement to enhance learner engagement and accommodate learner needs.	Plans adaptations and incorporates additional materials and environmental features (e.g., music/sounds, visual props) to enhance the learning environment.
The elements that make up the psychological/emotional climate of a group situation and strategies for influencing that climate.	Provides a welcoming atmosphere.	Demonstrates sensitivity to the emotional climate of the session.	Responds effectively when the emotional climate changes.
The factors that influence the energy level of the group and strategies for impacting learning.	Recognizes the energy level of the group and its potential impact.	Gauges and responds to the energy level of the group.	Evaluates energy level and addresses the cause or uses the situation as a learning opportunity.
Strategies to keep group focused, on task and within established timeframes while remaining responsive to group needs and concerns.	Includes an introduction, overview of goals and objectives, and content with summary and evaluation within the specified timeframe.	Makes adjustments to the timeframe to meet learner needs.	Makes adjustments to the timeframe to meet specific learner needs and to provide time for high quality evaluation and reflection.
Role of the instructor in negotiating, clarifying, supporting and promoting group norms or ground rules.	Establishes and maintains interpersonal group norms, ground rules, agreements, or protocols.	Invites group members to create, clarify, negotiate, and/or adhere to agreements, group norms or ground rules for the training session.	Actively models and encourages participants to engage following agreed upon ground rules or group norms of collaboration.

Continued on next page

Knowledge Base | Facilitates Engagement

Knowledge	Level 1	Level 2	Level 3
The diversity of the group members is a valuable component of instruction and should be used to enhance learning.	Recognizes that participants come with diverse perspectives and experiences (<i>e.g., ethnicity, socioeconomic level, gender, special needs, education level, work culture</i>).	Adapts instruction to respond to participants' diverse perspectives and experiences.	Incorporates participants' diverse perspectives and experiences into instruction in meaningful ways.
The effective communication strategies for the learning environment, such as reflective listening, reframing, and asking productive questions.	Engages individuals and groups through a variety of communication strategies.	Intentionally uses specific communication strategies to promote learning.	Modifies communication approaches to promote individual learning.
The concept of learning as a process rather than an event, while addressing challenges to change practice.	Connects content to participants' specific roles and workplaces.	Integrates time to practice, reflect, share, provide feedback, and discuss application and transfer to the work place setting.	Assists learners in planning for the transfer of new knowledge to practice, including addressing potential barriers and empowering learners to change their practice.
The value of incorporating learners' experiences, prior knowledge, and individual viewpoints into planned instruction, and strategies to do so respectfully and effectively.	Recognizes the participants' experiences and ideas.	Respects and incorporates the participants' experiences and ideas.	Empowers participants to share experiences and ideas to enrich their learning and support practice.

Knowledge Base | Meets Participants Learning Needs

Knowledge	Level 1	Level 2	Level 3
The learning objectives and content are aligned and linked to participants' daily practice with children.	States and reviews the learning objectives.	Uses effective techniques throughout the training to link the learning objectives to content and participants' daily practice.	Uses reflection and evaluation to link learning objectives to content and daily practice before transitioning to the next objective.
The instructional methods meet learners' needs and learning objectives.	Demonstrates appropriate choices of instructional methods, given audience and content characteristics.	Adapts instructional methods in response to participants' learning needs.	Provides additional resources or support to address individual learner's needs that fall outside of the planned instruction.
The participants' self-reflection is valued and encouraged as a process to integrate new information.	Recognizes the need for participants to reflect on their learning.	Facilitates self-reflection through multiple opportunities and strategies.	Creates an environment which encourages self-reflection throughout the session.
The understanding of developmentally appropriate practice in all areas of early childhood.	Recognizes when comments or responses do not align with developmentally appropriate practice and the importance of addressing them.	Addresses comments and responses that do not align with developmentally appropriate practice.	Provides a supportive environment that addresses and guides individuals to developmentally appropriate practices.
The value of including experiential learning activities as a way to engage participants in critical thinking, problem-solving and decision-making skills.	<i>Facilitates</i> a variety of individual, small group and large group activities to meet and enhance learning objectives.	Designs and facilitates <i>experiential activities</i> by providing feedback, <i>scaffolding</i> , helping draw conclusions and providing opportunities for self-reflection.	Uses a variety of information to determine the effectiveness of <i>experiential activities</i> in achieving objectives and makes modifications when needed.

Knowledge Base | Presents Content

Knowledge	Level 1	Level 2	Level 3
The varied methods of delivering content and meeting learning objectives.	Demonstrates awareness of the impact of presentation techniques on the audience.	Uses a variety of presentation techniques with intention.	Adjusts presentation techniques to the audience, facility, and session content.
The techniques for effectively recognizing and managing group dynamics.	Recognizes the need for group management.	Uses appropriate group management techniques effectively.	Supports and encourages group self-management.
The techniques for incorporating technology and media to enhance training, reinforce learning and support retention and transfer of knowledge.	Uses technology and media specific to the session.	Enhances learning through the incorporation of appropriate technology applications.	Anticipates technology and media challenges and employs contingency options.

CONTENT AREA E

Evaluation of Professional Development

Rationale

Evaluation and Reflection Ensure Professional Growth

Evaluation of professional development helps you determine its effectiveness. Through the collection of evaluation data, you will know the extent to which the participants learned new knowledge and skills that they can put into practice.

Gathering feedback from participants also enables you to identify ways to make improvements to your training. Learning from participants about the usefulness of handouts or visual aids, whether the environment supports adult learning, and the appropriateness of the content and activities, will help the instructor continuously improve the learning opportunity.

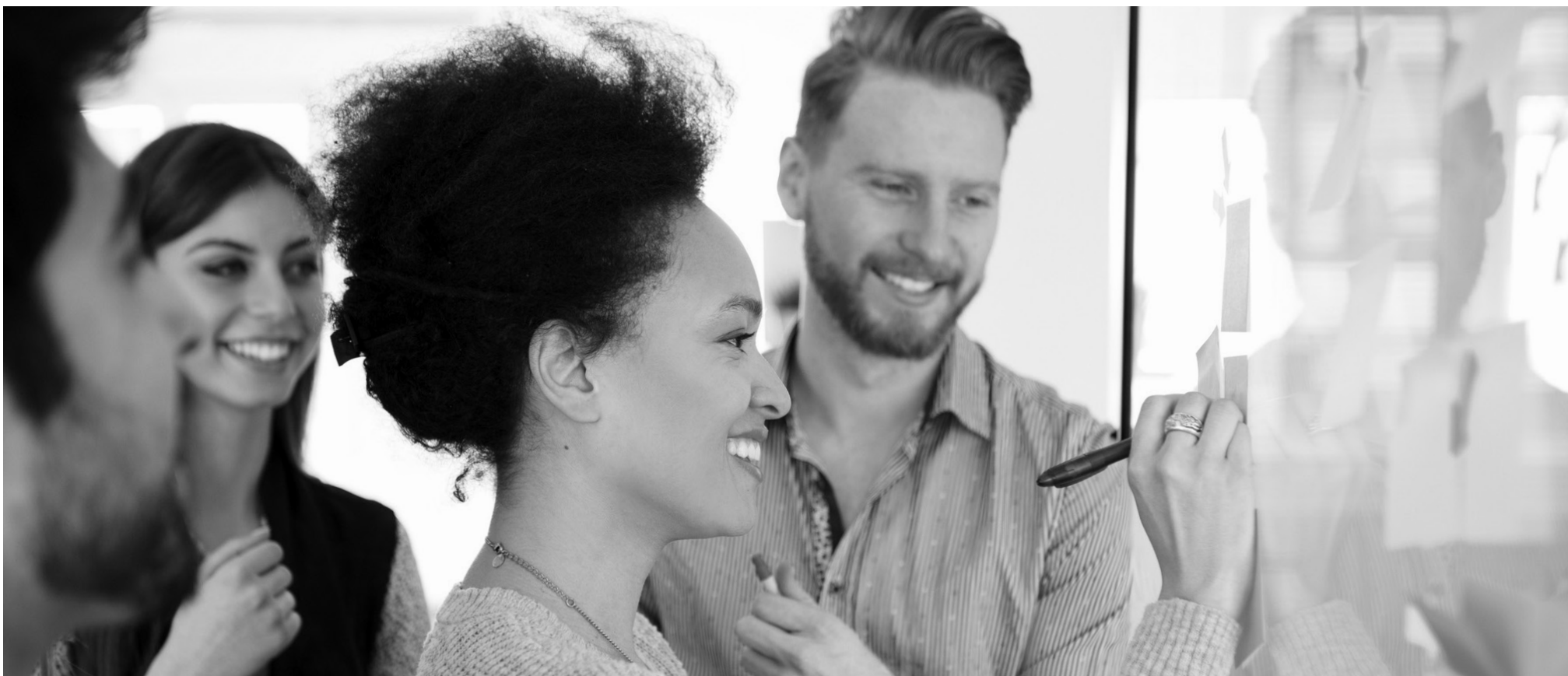


Knowledge Base | Evaluation

Knowledge	Level 1	Level 2	Level 3
The multiple types of evaluation measures and how they support the learning process and continuous improvement.	Consistently uses an evaluation process that includes at least one evaluation method.	Implements multiple evaluation methods and understands the components of the training that each method measures.	Utilizes evaluation methods to modify and change instruction to meet session needs and to drive ongoing continuous improvement.
The recommended practices for appropriately analyzing and interpreting evaluation data.	Reviews evaluation data in order to inform improvement of design and delivery of instruction.	Uses multiple points of data elements to draw conclusions and determine effectiveness.	Modifies the session to better meet learner outcomes for future delivery based on data analysis.
The use of evaluation to measure assessment methods used for identification of new skills and their application.	Reviews learner objectives as an evaluation measure.	Implements an evaluation measure by which participants can assess their achievement of learner objectives.	Conducts a post-training method to assess application of new skills in practice.
The use of self-assessment, reflection and evaluation data to determine areas for one's own professional development and improvement as an instructor.	Engages in self-reflection in order to improve own practice.	Conducts a formal self-assessment to identify areas and goals for improvement.	Implements professional development plan to monitor future design and delivery.

PART 3

The Cycle of Instruction



Overview

Although research affirms that professional development can be a valuable form of knowledge and skill development, it is also true that the quality and effectiveness of professional development experiences vary widely.

Professional development intended to advance the knowledge and skills of Ohio's Early Childhood and School-Age professionals is effective when it adheres to principles identified by experts in professional education and principles embedded throughout this document. The Instructor CKC/Instructor Guide was developed as a tool to help Ohio's Professional Development System move toward the ideals described in two primary sources relevant to the field:

- “A Conceptual Framework for Early Childhood Professional Development,” National Association for the Education of Young Children (NAEYC) (applicable to professional development for professionals in all care and education settings serving children from birth to age 8). A link to the full document can be found at NAEYC Standards for Professional Preparation website; and
- “The Ohio Standards for Professional Development,” Ohio Department of Education (applicable to professional development for ODE licensed teachers, Pre-K – 12).
https://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development/Finalstandards-professional-development_FINAL.pdf.aspx

When designing high quality instruction, “Universal Design for Learning (UDL) should be used as a research-based set of principles to guide the design of learning environments that are accessible and effective for all.” ([CAST.org](https://cast.org)) More information on UDL can be found in the Tools and Resources Section on pages 42–43.

As an instructor, there is a process when preparing professional development that will enable you to create a high quality experience. This section introduces The Cycle of Instruction which is a widely-used model that organizes this process into four phases:

- **Phase 1:** Assess Professional Development Needs;
- **Phase 2:** Design the Learning Experience;
- **Phase 3:** Deliver the Learning Experience; and
- **Phase 4:** Evaluate the Professional Development.

Phases and Elements

Phase 1: **Assess**

- Identify needs and expectations; and
- Identify and address limitations.

Phase 2: **Design**

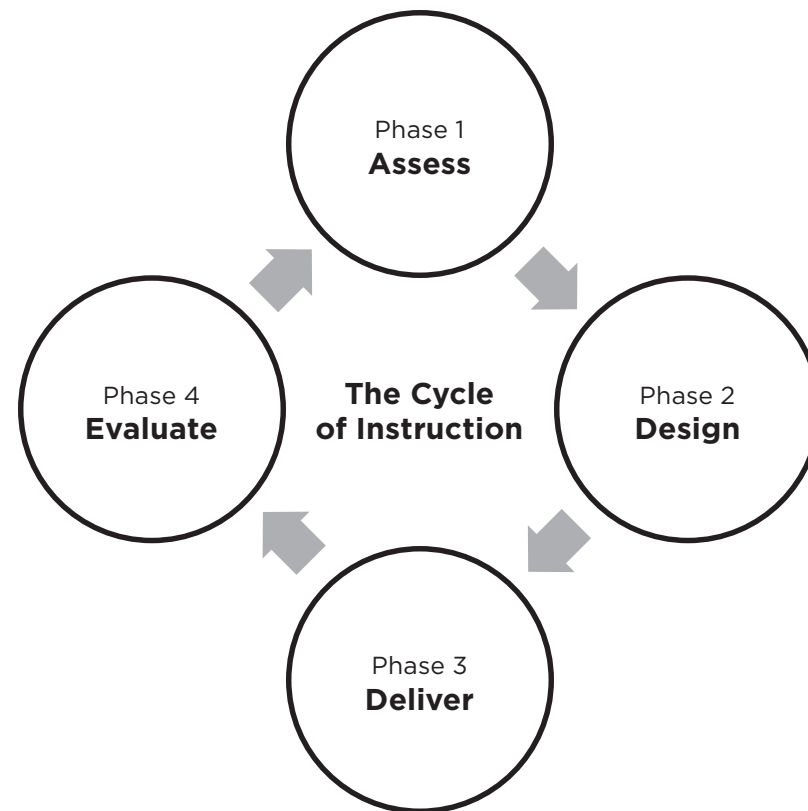
- Identify the content, including the CKC knowledge base and competencies;
- Select instructional strategies; and
- Create a comprehensive instructional plan.

Phase 3: **Deliver**

- Establish a foundation for optimal learning; and
- Facilitate the learning experience.

Phase 4: **Evaluate**

- Gather evaluation information; and
- Use evaluation for continuous improvement.



Phase Elements

Each phase is explained in greater detail in the following pages. You will also find several elements within the discussion of each phase.

KEY QUESTIONS

That should be answered during the phase

DECISIONS AND ACTIONS

That will help you answer the key questions

TIPS

Additional ideas and suggestions specific to the phase

WISDOM FROM THE FIELD

Helpful suggestions from seasoned professional development specialists

TOOLS TO HELP

A list of tools and resources for the phase

Phase 1: Assess Professional Development Needs

Introduction

As soon as the opportunity arises to conduct a training, you will begin assessing the needs and expectations of the sponsor who is requesting it, the needs of the intended audience of learners, and the parameters in which you will need to work. It's in this phase of the process that you gather the information needed to decide what content will be included. Assessment, though an integral piece in the initial planning, is actually a critical planning tool throughout the process.

Identify Needs and Expectations

? Key Questions

Why is this learning experience needed?

Who are the intended learners?

What are the sponsor's expectations or objectives?

Decisions and Actions

- Ask detailed questions about the needs of both the sponsor and the participants.
- Identify all requirements that the sponsor expects and/ or needs to be satisfied through this experience. Know the source of those requirements.

- Find out as much as you can about the intended audience of learners, including:
 - The number of participants;
 - The setting in which they work;
 - Their role(s);
 - The scope of their work; and
 - Information on the participants' current level of competency in the subject area.

Tips

- Consider conducting a formal or informal needs assessment with the intended learners.
- Use *Ohio's Early Childhood Core Knowledge & Competencies* to identify and discuss specific competencies that need to be strengthened with the sponsor.
- Be familiar with the professional development requirements of the intended audience as well as any potential regulatory requirements. Know where to refer sponsors or participants to find more information.

Identify and Address Limitations

? Key Questions

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

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

Continued on next page

Decisions and Actions

- Complete the Instructor Self-Assessment on pages 35–36 to determine the fit between you as an instructor and the needs of the learners and sponsor.
- Assure you meet the specific trainer qualifications, including:
 - Agency or program requirements (state or local); and
 - Experience and content knowledge.
- Identify factors that could affect the success of the professional development. Common considerations are time limitations, costs, number of anticipated participants, competency range of learners, facilities, technology and resources.
- When considering your ability to meet the needs of the intended audience, consider your cultural competency, too – your ability to recognize differences due to culture, race, language, etc., and to respond to diversity positively and constructively.
- Consider your comfort level with the presentation as it relates to group size and delivery format (e.g., eLearning, conference session, face-to-face).

Tips

- If you are not qualified or able to offer the requested professional development, make a referral to another appropriate individual/agency.
- Be realistic as you consider how many topics you can cover, and how deeply, given any constraints. It's better to cover less and do it well than to overwhelm the learners.
- Contact the training facility to determine physical accessibility, technology availability, appropriate room configuration and furnishings and adequate space.

Wisdom from the Field

“I’ve learned over the years that getting really good information from a needs assessment in the first place is incredibly valuable in shaping every other aspect of the design and delivery of a training. When I’m able to align learning objectives, instructional strategies, and level of difficulty of the content to identified needs of the participants, the session is much more likely to be seen as relevant and valuable to them. And I usually have far fewer adjustments to make during delivery if I’ve aligned everything to the learners’ needs during the design phase.”

– **Dennis**, 23 years experience

Tools To Help

- Instructor Self-Assessment, pages 35–36; and
- The Learning Styles Inventory, page 37.

Phase 2: Design the Learning Experience

Introduction

Designing a great learning experience – one that satisfies sponsor, participants, and you – is critical and requires thoughtful planning ahead of time using:

- The identified needs of the learners and sponsor;
- The most relevant Core Knowledge & Competencies; and
- The most appropriate and effective teaching strategies.

By using information gathered in the assessment phase, you can develop a plan that individualizes and supports the learning experience and relationship building. Participants will more readily engage in your planned activities if they recognize that you have considered them during the process.

Identify Content, Including CKC Knowledge Base and Competency

? Key Questions

Which of the CKC documents, content areas and knowledge base will the training focus on?

How detailed and in-depth (competency levels) should the learning experience be?

What are the learner objectives?

Decisions and Actions

- Narrow the focus to one primary CKC content area and one competency level using the appropriate CKC document.
- Select an appropriate number of competencies from the CKC content area and level chosen based on the length of your training.
- Base learning objectives on the skills targeted to form mastery.
- Make learner objectives SMART: Specific, Measurable, Achievable, Relevant, and Time-Specific.

Tips

- Select one competency per hour of instruction as recommended best practice suggests.
- Use the CKC competencies, which are generally written as observable behaviors, to develop your learner objectives.

Select Instructional Strategies

? Key Questions

What instructional strategies will best support the learner objectives?

How will participants actively engage with the content?

How will participants demonstrate that they have achieved the learner objective?

Continued on next page

Decisions and Actions

- Ensure instructional strategies encompass a variety of adult learning strategies.
- Consider that participants will likely vary widely in prior knowledge and skill, motivation for attending, and innate approaches toward learning when choosing instructional strategies.

Tips

- Be sure to have a balanced variety of learning activities and formats to meet the needs of diverse learners.
- Consider length and number of sessions, group size, room, set-up and technology capabilities.
- Link each instructional strategy to one of the identified learner objectives. Each strategy identified in the design should intentionally support at least one learning objective.
- Consider different ways of measuring outcome successes and be sure they are aligned: pre-/post-assessments, into-practice goals, participant engagement/discussions, follow-up surveys, etc.

Create a Comprehensive Content Plan

Key Questions

Does the depth of my content plan match the depth of my needs assessment?

How will the success of the learner objectives be measured?

Decisions and Actions

- Use your evaluation and assessment results to inform your design and delivery decisions.

- Use information gathered to assess participant needs to determine the intended learning outcomes. Refer to the chart on pages 40–41 for assistance in aligning competency levels, learning objectives and teaching strategies.
- Develop content using evidence-based practices.

Tips

- After the content plan is developed, review it to determine if the training is holistic and meets the learner objectives.
- Remember to use previous evaluations of similar trainings to inform design decisions.

Wisdom from the Field

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

– Tom, 12 years experience

Tools to Help

- Sample Content Plan, page 39;
- Aligning Competency Levels, pages 40–41; and
- Universal Design for Learning Reference Guide, pages 42–43.

Phase 3: Deliver the Learning Experience

Introduction

Teaching results in learning when a participant:

- Makes the connection with prior knowledge;
- Integrates the new knowledge into understanding; and
- Puts the new knowledge into action.

The more of the learning process that the instructor can facilitate during a session or over multiple sessions, the more likely it is that the participant will use that new knowledge in future decisions and actions. Because effective instruction is an interactive process, it involves a great deal of assessing and adapting in the moment.

Establish a Foundation for Optimal Learning

? Key Questions

Who is your audience and what is their knowledge of the content being delivered?

Are the physical and emotional environments conducive to adult learning?

Decisions and Actions

- Check participants' assessment of their own level of knowledge, skill, and/or confidence in the knowledge and competencies that you will be covering.
- Review the agenda and learner objectives at the beginning of, throughout, and at the end of the session.
- Create an atmosphere in which learners feel safe in honestly examining, reflecting on, and evaluating their own practice.
- Use intentional strategies to build rapport with participants using both verbal and nonverbal cues.

Tips

- Establish a system for preparing for each session (timeline, checklist of materials, etc.).
- Allow sufficient time prior to the training to allow for room arrangement, to assure technology is operating and to greet participants upon arrival.
- Establish ground rules/group norms.
- Anticipate unexpected challenges and be prepared with a backup plan (technology, room arrangement, attendance).

Facilitate the Learning Experience

? Key Questions

How well are the participants grasping the concepts and connecting concepts to practice?

What adjustments do I need to make?

Continued on next page

How can I optimize the expertise within the group?

How can I incorporate the diverse perspectives and experiences of the group?

What various strategies will I use to engage participants and minimize distractions?

Decisions and Actions

- Incorporate a variety of comprehension “checks” throughout the session to ensure that individual participants are grasping presented content. Utilize alternative explanations or instructional methods to accommodate various learning styles.
- Incorporate participants’ experiences, perspectives, and current knowledge/beliefs into the discussion and activities. Explicitly link a participant’s positive practice with training content.
- Provide opportunities for participants to apply new knowledge using problem-solving or evaluating solutions in a systematic way.
- Use strong communication skills that include effective word choice, body language and respect to assure understanding and collaboration of participants.
- Continually assess planned activities to ensure they are still appropriate for the participants. Take into consideration:
 - Group size;
 - Participants’ professional roles;
 - Culture; and
 - Demographics.

Tips

- Pay attention to body language, eye contact, and facial expression. Adjust pacing, language level, duration and type of activities when there are signs of disengagement.

- Begin and end the session on time, be respectful of participants’ time.
- Allow sufficient time for activities, reflection, discussion and questions and answers.
- Guide participants through a self-reflection activity to think about and take ownership of their own learning.
- Discuss techniques used to avert or diffuse a challenging situation or behavior with colleagues. (See Handling Difficult Situations on page 47 for more information.)
- Avoid reading a PowerPoint®, notes or handouts. Be familiar with the content so that you can talk about the concepts in an engaging, responsive way.

Wisdom from the Field

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

– *Jeanne, 10 years experience*

Tools to Help

- Aligning Competency Levels, Learning Objectives and Teaching Strategies, pages 40–41;
- Universal Design for Learning Reference Guide, pages 42–43; and
- Principles of Adult Learning, page 44.

Phase 4: Evaluate the Professional Development

Introduction

Evaluation is an important final step in the cycle of instructional development. Evaluations provide information on content and delivery enabling adjustments for continuous improvement. Multiple means of assessment should be conducted including:

- Participant evaluation;
- Instructor self-assessment; and
- Sponsors' or funders' evaluation of how well their needs and expectations were met.

Learning from participants about the usefulness of handouts or visual aids, whether the environment supports adult learning, and the appropriateness of the content and activities will help the instructor continuously improve the learning opportunity.

Gather Evaluation Information

? Key Questions

How will it be assessed that learning objectives were met?

What information should be gathered from the evaluation to inform continuous improvement of the learning opportunity?

What methods of evaluation will be used?

Decisions and Actions

- Assess participant learning throughout and at the end of the session using multiple methods to ensure learning objectives were met.
- Capture feedback that was received throughout the training to incorporate it into future training.
- Design the evaluation to include feedback that covers:
 - Content – quality, flow of concepts, materials, activities;
 - Instructor – knowledge of content, effective and engaging delivery;
 - Environment – conducive to adult learning; and
 - Sponsor expectations (if applicable).
- Select several methods of evaluation such as verbal feedback from participants, pre/post-evaluation, evaluation at conclusion of session, and follow-up evaluations (e.g. after an opportunity for implementation).

Tips

- Develop evaluation questions that will tell you what participants learned, how they will change their behavior or practice because of what they learned, and what will result from their new learning.
- Use a charting activity to learn what worked during the session, what didn't, and what might have worked better.
- Conduct a pre-/post-survey of knowledge/skills which can be a valuable strategy for identifying the extent of knowledge and skills gained.
- Explain the importance of honestly completing the evaluation and ask participants to provide specific examples of both positive and negative experiences, in order to refine future instruction.

Continued on next page

- Assign a “note taker” to capture informal feedback, suggestions and questions.
- If using an electronic format to gather evaluation information, keep in mind you may have a lower response rate.

Use Evaluation for Continuous Improvement

? Key Questions

How can evaluation results be used to improve the training?

How will evaluation results be used to inform the instructor’s professional development?

With whom should the evaluation results be shared?

🔧 Decisions and Actions

- Analyze the evaluation results to identify strengths and opportunities for improvement in the areas of content, instructor, environment and sponsor expectations (if applicable).
- Develop and implement strategies to address areas for improvement in content and environment. Examples may include revising activities, modifying content to better meet learner objectives, and changing the room arrangement.
- Use the results to identify and address instructor competency areas for self-improvement. Examples may include increasing content knowledge, being respectful of the emotional climate of the group, and engaging participants.
- Share evaluation results and observations, as appropriate, with others such as:
 - Trainer developer and/or sponsor;
 - Instructor’s supervisor;

- Other instructors; and
- Participant’s supervisor, keeping in mind confidentiality of individual responses.

✓ Tips

- Consider “parking lot” comments for potential additions for future instruction.
- Review the evaluations in a timely fashion to inform delivery for the next offering of the training.
- Be objective and open-minded in the review of the evaluation results. Seek peer feedback when possible.
- Keep in mind that to maintain the fidelity of some trainings, approval from the author/sponsor may be required prior to implementing changes/revisions.
- Revise the evaluation method or questions if the design of the evaluation is not providing you with needed or relevant information.

🍏 Wisdom from the Field

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

– Brenda, 27 years experience

✂ Tools to Help

- Post-Session Evaluation Form, page 46

PART 4

Tools and Resources



Digging Deeper: Special Topics

Quality instructors utilize a variety of resources and tools to enhance each training and to continually build their own knowledge and skill as an adult educator. A few of the most useful resources relevant to Early Childhood and School-Age professional development in Ohio are included below.

Tools

TOOLS FOR PHASE 1

- Instructor Self-Assessment, pages 35–36; and
- The Learning Styles Inventory, page 37.

TOOLS FOR PHASE 2

- Sample Content Plan, page 39;
- Aligning Competency Levels, Learning Objectives and Teaching Strategies, pages 40–41; and
- Universal Design for Learning Reference Guide, pages 42–43.

TOOLS FOR PHASE 3

- Aligning Competency Levels, Learning Objectives and Teaching Strategies, pages 40–41;
- Universal Design for Learning Reference Guide, pages 42–43; and
- Principles of Adult Learning, page 44.

TOOLS FOR PHASE 4

- Post-Session Evaluation Form, page 46.



Instructor Self-Assessment

Instructions

The following is a list of behaviors involved in effective facilitation skills. Given your level of experience in each of these skill areas, rate your ability to demonstrate these behaviors by circling the number that is most appropriate. Identify areas where you would like to strengthen your skill set. Review the relevant sections and resources of this CKC document.

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

Credibility

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

Learning Environment and Climate

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

Communication Skills

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

Continued on next page

Presentation/Facilitation Skills

12. I effectively use my voice (tone, projection, inflection), gestures and eye contact.

1 2 3 4

13. I effectively use examples, such as stories and personal experiences, as well as humor.

1 2 3 4

14. I effectively use various questioning techniques.

1 2 3 4

15. I effectively paraphrase or restate participants' questions, comments and observations to make sure I (and other learners) understand.

1 2 3 4

16. I promote participant discussion and involvement.

1 2 3 4

17. I keep discussions on topic and activities focused on outcomes.

1 2 3 4

Instruction/Learning Strategies

18. I implement a variety of instructional or learning strategies (such as guided discussions, case studies, role play, small group work with feedback, and assessments).

1 2 3 4

19. I plan and facilitate debriefs so that all learning is processed.

1 2 3 4

20. I adjust activities, time, pace, content, and sequencing to accommodate specific learners' needs.

1 2 3 4

Media

21. I effectively use media (video, overheads, computer projection, wallboards, props, and flipcharts) as needed.

1 2 3 4

22. I demonstrate an ability to substitute, change, or add media as needed.

1 2 3 4

Reprinted with permission, Facilitation Skills Training, McCain & Tobey, 2007.

Learning Styles Inventory

One of the most helpful concepts for adult education is the understanding that people vary in the ways that they learn most readily. The concept of individual learning styles can be especially helpful for understanding your own instructional preferences as well as the learning preferences of your audience.

Note: Although a person's answers to the questions will probably fall across all three learning style categories, one column will likely dominate, indicating the person's primary learning style.

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

Adapted from Colin Rose (1987) *Accelerated Learning*

Aligning Learning Activities and Media with Learning Preferences

These methods and strategies are especially effective in addressing adult learning needs. Use a variety of these methods and strategies in creating and delivering professional development.

Learning Preference: Visual

Reading
 Diagramming
 Creating graphs
 Observing demonstrations
 Training manuals
 Handouts
 Charting
 Flipcharts
 Wallboards and posters
 Whiteboards
 Reference materials
 Lists
 Videos
 Maps
 Color and graphics
 Artwork
 Photos and PowerPoints®, visual media
 Interactive computer simulations
 Websites

Learning Preference: Auditory

Lectures
 Discussions
 Demonstrations
 Brainstorming
 Q&A sessions
 Coaching
 Panel discussions
 Group or individual presentations
 Group projects
 Pairs or small group work
 Rhymes
 Acronyms
 Mnemonics
 Metaphors
 Definitions
 Music; songs and lyrics
 Videos
 Audiovisuals
 Personal anecdotes
 Interactive computer simulations

Learning Preference: Kinesthetic

Supervised practice on the job
 Simulations
 Interactive computer simulations
 Gallery walk or move-about
 Note-taking
 Charting
 Group projects
 Role playing
 Physical demonstrations
 Hands-on activities
 Building/creating
 Writing on flip charts or wall charts
 Puzzles
 Charades
 Whiteboards
 Tools
 Props
 Manipulatives
 Job aids
 Fidgets

Adapted from Facilitation Skills Training, McCain & Tobey, 2007.

Sample Content Plan

Learner Objectives List three objectives for the session participants using measurable, behavioral terms (e.g. describe, discuss, list, demonstrate, state, explain, identify, plan, utilize, etc.).	Alignment to Core List the competency or competencies from the Ohio Core Knowledge & Competencies document that best align to the learning objective described (it is expected that 1-3 competencies might be addressed per 3-hour session).	Outline of Content Provide an outline of the content to be presented for each objective. Restatement of the objective is not acceptable as content.	Timeframe State the number of minutes per objective. (Note: Must add up to the total minutes for the session.)	Teaching Method Describe the teaching method and learner assessment methods to be used for each. (For example: lecture, demonstration, small group activity.)
Please indicate the type of evaluation method or tool you will use for evaluation of the presentation (e.g., agency-supplied evaluation form, conference evaluation form, pre-/post-test, participant presentation, etc.). Will vary from agency to agency but will, at a minimum, include an agency-supplied evaluation form.				
Post-evaluation method (e.g., postcard mailed to participants, electronic survey, technical assistance visit, conference call, community of learners, etc.).				
Research/Sources				

Aligning Competency Levels, Learning Objectives, and Teaching Strategies

Once you've selected competencies that your professional development session will strengthen, use the following chart to help guide you in developing learning objectives, instructional strategies, and learning products that can be assessed.

Competency Level 1				Competency Level 2				Competency Level 3			
Cognitive Process within the Learner											
Remembering: Retrieving relevant knowledge from long-term memory		Understanding: Determining the meaning of instructional messages, including oral, written and graphic communication		Applying: Using knowledge in a given situation		Analyzing: Breaking material into its constituent parts detecting how the parts relate to each other and to the whole		Evaluating: Making judgments based on criteria or standards		Creating: Bringing elements together to form a novel, coherent whole, make an original product, or solve a problem in a new way	
Verbs to Use in Developing Learning Objectives											
Define	Recall	Categorize	Predict	Apply	Practice	Analyze	Justify	Appraise	Judge	Construct	Rearrange
Describe	Recognize	Classify	Summarize	Change	Prepare	Compare	Measure	Assess	Rank	Create	Reorganize
Identify	Record	Describe		Demonstrate	Produce	Contrast	Relate	Critique	Rate	Design	Revise
Label	Repeat	Distinguish		Give examples	Solve	Diagram		Determine	Select	Generate	
List	Reproduce	Explain		Illustrate	Translate	Differentiate		Estimate	Support	Modify	
Locate	Select	Extend		Implement	Use	Dissect		Evaluate		Plan	
Name	State	Generalize		Modify		Experiment		Gauge		Prepare	
Quote	Write	Paraphrase				Hypothesize		Grade		Produce	

Continued on next page

Competency Level 1		Competency Level 2		Competency Level 3	
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Instructional Strategies					
Mnemonic devices Multiple presentation formats Practice Rehearsal Repetition Worksheet/workbook	Analogies Examples Illustrations Review Learner Presentations Discussion	Demonstration Exercises Practice Project Role Play Simulation	Case studies Discussion Graphic representation (graphing, charting) Problem-based exercises	Assessment exercise Case studies Critique Debate Practice with evaluation tools	Learner demonstration or presentation Plan development Product development Project
Learner Outcomes/Products					
Definition Identification Label List Recitation Reproduction	Description Example Explanation Outline Presentation (of content) Summary	Demonstration Illustration Interview Journal (of application experience) Presentation (of experience) Simulation	Checklist Database Diagram Graphic representation of analysis results Procedural plan Spreadsheet	Justification Persuasive speech Recommendations Report of conclusion Verdict	Artistic expression product (song, play, etc.) Design/plan/blueprint Documentation panel or presentation Educational product Media product Portfolio Tool/instrument

Universal Design for Learning (UDL) Reference Guide

UDL is thoroughly knowing the concept you're going to teach and presenting that concept in different ways while engaging students and encouraging them to express their knowledge in different ways. (Katie Novak, UDL Now!)

Universal Design for Learning (UDL) is a research-based framework for planning instruction that allows students to maximize their ability to access the curriculum and reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all students, including students with disabilities and students with limited English proficiency.

The three UDL guidelines:

- Multiple Means of Engagement: The ways learners are engaged with and utilize the materials to tap into interest and increase motivation;
- Multiple Means of Representation: Flexibility in the ways information is presented by the instructor and students acquire information and knowledge; and
- Action and Expression: The ways students respond or demonstrate knowledge and skills (show what they know).

For more information go to [CAST.org](https://cast.org).



Continued on next page

The Universal Design for Learning Guidelines

CAST | Until learning has no limits



udlguidelines.cast.org | © CAST, Inc. 2018 | CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Principles of Adult Learning

A comprehensive understanding of adult learning principles is critical to developing successful education programs that result in participant engagement and the facilitation of learning. Adult learners have special needs and requirements.

Adults are autonomous and self-directed.

Adults need to be free to direct their own learning. If the learning engagement is classroom-based, the facilitator must actively involve adult participants in the learning process. Specifically, they have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with all of the facts. They should allow the participants to assume responsibility for their learning and engage them in discussions, presentations and group-based tasks. If the learning engagement is an e-Learning course, the course should be designed to allow participants to explore topics in greater detail and choose from multiple learning activities.

Adults bring knowledge and experience to each learning activity.

Over their lives, adults have accumulated a wealth of knowledge and life experiences. This may include family memories, work-related experiences, and previous education. Linking new material in a course to learners' existing knowledge and experience creates a powerful and relevant learning experience. Relating theories and concepts to the participants and recognizing the value of experience in learning are two important factors to keep in mind as well.

Adults need learning to be relevant and practical.

Every day, the human brain takes in hundreds of thousands of sensory inputs. As the brain processes these inputs, it begins to sort out information it deems relevant and important. Relevancy increases the likelihood information will be retained. Adults must see a reason for learning something and the learning must be applicable to their work or other responsibilities in order for it to be valuable to them. Therefore, learning engagements must identify objectives for adult participants before the course begins. By nature, most adults are practical about their learning. Typically, they will focus on the aspects of a program most useful to them in their work.

Adults are goal-oriented.

Adults primarily participate in learning programs to achieve a particular goal. Therefore, they appreciate an educational program that is organized and has clearly defined learning objectives. These need to be communicated early in the course.

Continued on next page

Adults are problem-oriented and want to apply what they've learned.

Adult learners want to be able to apply their learning to their work and personal life immediately. Use examples to help them see the connection between classroom theories and practical application; utilizing problem-solving activities as part of the learning experience and creating action plans together are important concepts that enable life application.

Adults are motivated by intrinsic and extrinsic factors.

Learning is driven by participant motivation – the more motivated someone is to participate in training, the more he or she is likely to learn and retain information. Adults are motivated by both internal and external factors. During the first several weeks on the job, adults are highly motivated to learn. Similarly, motivation is high when they are faced with learning a new work process or approach to a problem. However, as they become more familiar with the content, learners' motivation to learn may wane until a specific need arises.

Adults are pressed for time.

In today's fast-paced world, adults have to juggle demanding jobs, family responsibilities, and community commitments. Even if they are highly motivated to learn, the pressures of life often limit the time many adults can invest in learning. Therefore, in many cases, learning must be available when it is convenient for the learner and delivered in "manageable chunks." These may come in the form of modularized e-Learning programs, podcasts, or webcasts or may be strategically delivered through informal training initiatives.

Adults have different learning styles.

A learning style refers to how a person learns, categorizes, and processes new content. Each person may have multiple preferred learning styles. In training, each of these styles should be considered when delivering content.

Adayana. (No date). *Principles of Adult Learning*. Retrieved on December 18, 2017 from https://cdns3.trainingindustry.com/media/2068131/principlesofadultlearning_full.pdf

Sample Post-Session Evaluation Form

Name of Training: _____ Training Date: _____

1. Please rate how well you have achieved the following competencies, based on your participation in the training.

- | | (Not effective) | | | | (Very effective) |
|--------------------|-----------------|---|---|---|------------------|
| a) [competency #1] | | 1 | - | 2 | - |
| | | | | 3 | - |
| | | | | | 4 |
| | | | | | - |
| | | | | | 5 |
| b) [competency #2] | | 1 | - | 2 | - |
| | | | | 3 | - |
| | | | | | 4 |
| | | | | | - |
| | | | | | 5 |
| c) [competency #3] | | 1 | - | 2 | - |
| | | | | 3 | - |
| | | | | | 4 |
| | | | | | - |
| | | | | | 5 |

2. During the training, did the instructor provide you with feedback? (Feedback may have been given to the group after a small group activity or to you individually following an individual task or written work.)

YES NO

3. Did you implement activities or changes that you planned because of the training?

YES NO

4. If you answered "YES," what did you implement?

5. Overall, how effective was the training for you in your setting?

(Not effective) (Very effective)

1 - 2 - 3 - 4 - 5

6. If you did not implement any activities or changes, why not?

- a) Couldn't figure out how to apply the information
- b) Didn't apply to my setting
- c) Haven't had time
- d) I was already doing it but it was a good reminder or helped me to reflect on it
- e) Other (please state)

7. Do you have any additional comments?

Handling Difficult Situations

Audiences don't always react the way we expect. There are times we would anticipate excitement and are met with stares. Other times, participants become excited or empowered by an additional comment or aside that you made spontaneously. There are those times, however, when you feel that things are not syncing the way that they should and you know that you need readjustment. Here are some strategies for handling difficult situations.

Disruptive or disengaged participants – Participants attend professional development for different reasons. Some may be required to attend by their administrator, while others are only there to fulfill their required hours. Therefore, you may experience disruptive or disengaged behaviors. Here are some ideas to try.

- Give a break in the session. Use this opportunity to discreetly talk with disruptive or disengaged participants. Following the break, revisit the ground rules and expectations for participants. Reference the Ohio Approved Professional Development: Policy for Participants found on the Early Childhood Ohio website: <http://earlychildhoodohio.org/pdf/Ohio-Approved-PDPolicy-For-Participants.pdf>
- Use a strategy to re-group participants. Intentionally group participants based on the needs of the activity and training objectives. For example, group by age group served, new or experienced professionals, type of program (family child care, public preschool, child care) or role.
- Ask for disengaged participants to assist in special tasks such as setting up activities, gathering feedback, charting group responses.
- Have the group move around, either by doing a move-about or round robin activity.
- Offer positive feedback to build relationship between instructor and participant.

Sidebars – Here are a few ideas for handling conversations happening between participants “on the side” when it’s clear that it can’t be ignored.

- Move to the area of the room where the sidebar is occurring.
- Regroup participants for each group activity so the small group membership is always changing.
- Remind participants of the ground rules.
- If comfortable, mention that others in the training are having difficulty hearing.

Commandeering – Sometimes it’s clear that the discussion is going off in a direction that, for one reason or another, isn’t going to be appropriate or beneficial. Occasionally there is one person who is dominating or leading the discussion. Here are some ideas to try.

- Let participants know you will take “two more comments” on a topic and then need to get back on track. Thank them all for an interesting discussion, then move on.
- Ask participants to write down his/her ideas so they are not lost.
- Proactively give the participant a helpful task such as passing things out, collecting ideas, or charting responses.
- Invite participants to continue the conversation during a break or after the session.

In these situations, it is important to treat adult learners with respect.

Standards and Guidelines for High Quality Professional Development

The goal of professional development is to increase professional knowledge and improve professional practice. Below are two references that can guide those who are responsible for professional development for Ohio's Early Childhood and School-Age Professionals.

Ohio Department of Education Standards for Professional Development

1. High quality professional development is a purposeful, structured, and continuous process that occurs over time.
2. High quality professional development is informed by multiple sources of data.
3. High quality professional development is collaborative.
4. High quality professional development includes varied learning experiences that accommodate an individual educator's knowledge and skills.
5. High quality professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.

NAEYC Principles of Effective Professional Development

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

Standards and Guidelines for Community of Learners

The Community of Learners (also known as study groups or cohorts) is one way to engage in collaborative reflective practice. A Community of Learners is a collection of people who gather together to examine a topic they have agreed to study. In this forum, colleagues have a common vision and a commitment to examine the factors that influence teaching and learning. These Communities of Learners promote the construction of knowledge by examining selected text materials and engaging in meaningful professional dialogue around a chosen topic. The Community of Learners is job-embedded professional development, in that participants use their own settings to practice new knowledge and skills and return to the group to share and reflect on the experience with colleagues.

The Role of the Instructor

The Community of Learners instructor assumes the role of the group facilitator to create and implement the framework for the study. Instructor responsibilities include ensuring the learning objectives are met and that participants are intentionally applying the content to their individual practices.

Strategies for Developing an Effective Learning Community

- Limit the size of the group.
- Encourage diversity.
- Establish and adhere to a regular schedule.
- Establish ground rules at the first meeting (e.g., punctuality, confidentiality, assignment completion, engagement).
- Cite all learning resources.
- Keep a group and personal reflection journal.
- Establish a pattern for rotating session leader.
- Ensure that all members have equal status within the group.
- Evaluate the effectiveness of the study group.
- Consider creating a communication system to share resources and learning (e.g., blog, discussion board, group email).
- Create and implement a final group project that illustrates the learning and improved practice of group members.

Adapted from Use Time for Faculty Study, Carlene U. Murphy, Journal of Staff Development. 1999.

Glossary

Although many of these words may have other definitions, the definition given here best fits the meaning of the word or phrase when used in this document.

Align/Alignment – The process of linking curriculum, assessment, classroom instruction, and learning to a set of standards that describes what students should know and be able to do. The goal of alignment is to ensure that classroom instruction and learning activities support adopted standards and assessments.

Assessment – The process of gathering information through the use of multiple tools and resources for the purpose of making decisions.

Bias – Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Code of Ethical Conduct – Statement of distinctive values and moral obligations of a professional field intended to guide professional behavior.

Collaboration – The action of working with someone to produce or create something.

Competency – An ability or skill.

Culture – All of the socially transmitted behavior patterns, values, beliefs and knowledge that are typical of a population or community of people at a given time.

Developmentally Appropriate – Programs, activities, and environments that are designed based on: knowledge of how children develop and learn; knowledge of the strengths, needs and interest of individual children; and knowledge of the social and cultural contexts in which children live.

Dispositions – The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities that affect learning, motivation, and development, as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Environment/Environmental – All of the physical surroundings and social and cultural conditions that physically and/or emotionally affect someone and their ability to learn, grow, develop and survive.

Equality – Treating everyone the same, aimed at promoting fairness.

Equity – Giving everyone what they need in order to be successful.

Ethical – Conforming to accepted standards of conduct for an individual or group.

Evaluation – The informal and formal gathering of feedback from several sources including verbal feedback, self-reflections, observations and post-session surveys.

Experiential Learning – The process of learning through experience while allowing for the opportunity to reflect on the learning experience.

Facilitate – To lead as by asking questions, mediating between opposing viewpoints and ensuring all participants’ viewpoints are heard to assist in the progress of participants’ learning.

Formative Assessment – Ongoing process of monitoring student growth and development over time.

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Ground Rules/Group Norms – Set of informal rules that govern individual behaviors in a group.

Instructional Strategies – Intentional behaviors intended to promote an individual’s learning of a specific skill or concept.

Learning Objective – Statements that define what participants will be able to do at the end of the training.

Mentor – A knowledgeable and experienced individual who provides guidance to less knowledgeable/skilled professionals to develop skills and reflection of practice.

Observation – Gathering information through one or more of the five senses for the basic purpose of determining an individual’s response.

Ohio Early Learning and Development Standards – A representation of the development and learning expectations, in all developmental domains, of children from birth to kindergarten entry.

Professionalism – Decisions and actions, based on knowledge of early childhood theories, research and practice that shape one’s career in the field.

Reflective Practice – The ability to reflect on one’s actions as to engage in a process of continuous learning.

Scaffolding – A variety of instructional techniques used to move learners progressively toward stronger understanding.

Sequence – A set of related events, movements, or things that follow each other in a particular order.

Standards – Agreed upon expectations for young children, programs or professionals.

Synthesize – Combine (a number of things) into a coherent whole.

Universal Design for Learning – A set of principles for creating instructional goals, methods, materials, and assessments that can be customized and adjusted to give all individuals equal opportunities to learn. Udlcenter.org

Ohio Resources

The following list includes a variety of organizations and resources relevant to professional development within the early childhood and school-age professional communities. It is intended to be useful and informative but not all-inclusive. Links are included for additional information and resources. Be aware that links may change.

Ohio's Early Childhood System

Career Pathways Model – A framework to integrate the pathways of formal education, training, experience, and specialized credentials and certifications for all early childhood and afterschool professionals. Professionals accumulate “Points” along each of four pathways 1) formal education; 2) in-service training and continuing education; 3) experience; and 4) credentials and certifications. Total points assign the professional to one of six professional designations. Entries into an individual’s profile in the Professional Registry (see next item) are automatically tallied using the Career Pathways Model.

Child Care Resource and Referral Agencies (CCR&R network) – A statewide network of child care resource and referral agencies that provide services to families, child care providers, employers, and the community. Many of the state’s professional development and quality improvement initiatives and supports are delivered via the CCR&R agencies. <https://ocrra.org/member-agencies>

DODD – Ohio Early Intervention TA and Training Consultants – A statewide technical assistance and training team that consists of certified developmental specialists and fidelity coaches who provide training and technical assistance to local Early Intervention programs. Ohio Early Intervention’s professional development offers an array of training opportunities for professionals working in the field of early intervention. <https://ohioearlyintervention.org>

Early Childhood Ohio – Ohio’s governance and administrative structures have the authority and responsibility to oversee, implement, and coordinate state-funded or state-administered early childhood programs and services for children and their families. The Early Childhood Ohio website (<http://www.earlychildhoodohio.org>) provides information on Ohio’s Early Childhood System (including professional development), statewide early childhood grant funding, and information for state agencies and resources that support the system:

- **Ohio Department of Education** – Early Learning and School Readiness;
- **Ohio Department of Job and Family Services** – Office of Family Assistance, Child Care;
- **Ohio Department of Health** – Family and Community Health Services;
- **Ohio Department of Mental Health & Addiction Services** – Early Childhood;
- **Ohio Department of Developmental Disabilities**; and
- **Early Childhood Advisory Council (ECAC).**

Ohio Professional Registry – Serves as the common tool that allows professionals in the early childhood/afterschool field to document and quantify their professional growth and accomplishments, and by doing so to define and advance the profession. Information is provided to professionals, through the Registry, that assists them with advancing on the Career Pathways Model (see previous item). <https://registry.ocrra.org/user/login>

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Ohio's Core Knowledge & Competency Documents and Related Resources

These can be found at <https://occrra.org> and include:

- Ohio's Early Childhood Core Knowledge & Competencies;
- Ohio's Afterschool Core Knowledge & Competencies;
- Ohio's Core Knowledge & Competencies for Program Administrators;
- Ohio's Core Knowledge & Competencies for Early Childhood Mental Health Professionals; and
- Ohio's Core Knowledge and Competencies Field Guide: Guiding Young Children's Behavior by Supporting Social and Emotional Development.

State Support Teams (SST) – Sixteen Ohio Department of Education agencies are responsible the regional delivery of school improvement, literacy, special education compliance, and early learning and school readiness services to districts. <http://education.ohio.gov/Topics/School-Improvement/State-Support-Teams>

Programs & Initiatives

Infant Early Childhood Mental Health Consultation (IECMH) – A statewide network of infant/early childhood mental health professionals utilizing evidence based practices to help prevent preschool expulsion and support early learning professionals and families in effectively managing challenging behaviors. Eight (8) regional ECMH Master Trainers provide statewide professional development training to promote universal wellness for children by increasing the positive social and emotional development and school readiness of Ohio's young children. <http://mha.ohio.gov/Default.aspx?tabid=905>

Ohio Healthy Programs – The project, administered by OCCRRA, offers child care programs the opportunity to earn recognition as an Ohio Healthy Program. Steps toward this distinction include: attending training, implementing a wellness policy, improving menus, and engaging families. <https://occrra.org/ohp>

Ohio Ready to Learn – In addition to children's programming specially designed to meet the educational needs of preschool and school-age children, Ready to Learn also offers professional development workshops, seminars, and resource materials particularly designed for Family Child Care professionals. This service provided by all of Ohio's eight public television stations includes:

- **Ready to Learn PBS:** <http://pbskids.org/read/about>;
- **CET**, Cincinnati: <http://www.cetconnect.org/education/early-learning-workshops>;
- **ThinkTV**, Dayton: <http://www.thinktv.org/education/early-learning>;
- **WBGU**, Bowling Green: <http://wbgu.org/funlearning/rtl/index.php>;
- **Western Reserve**, Kent: <http://www.westernreservepublicmedia.org/rtl.htm>;
- **WGTE**, Toledo: http://www.wgte.org/wgte/learn/index.asp?page_id=258;
- **WOSU**, Columbus: <http://wosu.org/2012/education>;
- **WOUB**, Athens: pbskids.org; and
- **WVIZ**, Cleveland: <http://wviz.ideastream.org/topics/education>.

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Step Up To Quality Program Rating System (SUTQ) – Ohio’s voluntary quality rating system for early care and education programs recognizing programs that exceed quality for Ohio’s children. Supports and awards are available to assist programs in achieving and maintaining a Star Rating. SUTQ consists of five levels of quality. For more information on SUTQ, visit <http://www.earlychildhoodohio.org/sutq.php>

T.E.A.C.H. Early Childhood® OHIO – Scholarships are available for early childhood professionals who want to earn a Child Development Associate (CDA) credential, Associate of Applied Science (AAS) degree, or Bachelor’s Degree in early childhood education or child development. The program is administered by OCCRA. <https://occrra.org/wd>

Rules and Policies

Ohio Approved Professional Development: Policy for Instructors. Earlychildhoodohio.org/pdf/Ohio-Approved-PD-Policy-For-Instructors.pdf

Ohio Approved Professional Development: Policy for Participants. Earlychildhoodohio.org/pdf/Ohio-Approved-PDPolicy-For-Participants.pdf

Ohio Department of Education. Ohio Standards for Professional Development. http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development/Finalstandards-professional-development_FINAL.pdf.aspx

Ohio Department of Education. Preschool Licensing Rules. <http://education.ohio.gov/getattachment/Topics/Early-Learning/Preschool-Licensing/PreschoolProgramRules.pdf.aspx>

Ohio Department of Job and Family Services. Child Care Rules and Forms. http://jfs.ohio.gov/cdc/rules_forms.stm

Standards & Guidelines Documents

Ohio Quality Guidelines for Ohio’s Afterschool Programs – Identifies quality benchmarks for providers serving children from elementary age through high school age; useful for self-assessment and quality improvement. The tool is also aimed toward program funders, both public and private, to use in evaluating programs and/or quality-improvement initiatives for funding purposes. <https://occrra.org>

Ohio’s Early Learning and Development Standards (OELDS) – These standards describe key concepts and skills that young children develop during the birth-to-five-year period. The standards: promote early childhood professionals’ understanding of early learning and development; provide a comprehensive and coherent set of expectations for children’s development and learning; and guide the design and implementation of curriculum, assessment, and instructional practices with young children. <http://earlychildhoodohio.org/elds.php>

Ohio’s Infant and Toddler Field Guide—Strengthening Professional Practices of Infant Toddler Care Teachers – Presents 69 vignettes, or scenarios, that capture a moment in time in an infant/toddler program based on real-life child care challenges. The vignettes enable readers to “see” and “hear” children and teachers during play, learning, and routines. Each vignette poses questions and teaching practices to address the challenging issue. Then the vignette is revised depicting a more developmentally appropriate child-teacher encounter. Vignettes address infant (Birth–8 months), mobile infant (6–18 months), and toddler (16–36 months). <https://occrra.org>

Standards of Care & Teaching for Ohio’s Infant & Toddlers – Identifies six program standards that are essential for early care and education programs to establish and maintain in order to support the development and learning of infants/toddlers. It builds on Ohio’s current licensing standards to promote positive outcomes for infants and toddlers. <https://occrra.org>

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This document includes new and updated information related to *The Ohio Early Childhood Core Knowledge & Competencies Instructor Guide* and entirely replaces it.

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