

Step by Step Guide to Developing Targeted Professional Development Sessions Aligned with the Core Body of Knowledge

Step1. Gather Information

- 1. If possible, conduct an observation of the early childhood provider(s) or program.**
 - What specifically (and objectively) am I seeing?
 - How can I account for what I am seeing?
 - What strengths do I notice?
- 2. Request essential information. (See Appendix A.)**
 - How many participants?
 - What positions/roles do the staff/providers hold? What are the ages of the children with whom the adults work?
 - At what stage in their career are the staff/providers? How long have they been working at that program?
- 3. Ask open-ended questions of the director, administrator, provider or staff with whom you will be working.**
 - What are the administrator's or person requesting the training's main concerns? What are the staff/providers' main concerns? (Note, these may not be the same.) What are their perspectives?
 - What is the person requesting the training seeing that has prompted them to request professional development on this particular topic?
 - Does the person requesting the training have any thoughts about why the staff/providers might be acting in this way?
 - What are the strengths of the providers or staff?
 - How ready and open are the staff/providers to change?
- 4. Use the Core Body of Knowledge to help you ask targeted questions to uncover professional development needs.**
 - Which core competency seems most relevant to the professional development need?
- 5. Reflect**
 - What strengths can be built upon?
 - What could the staff do differently that would help them be more successful?
 - What Core Beliefs seem most related to the professional development need?
- 6. Go back to the person requesting the training and ask more questions to ensure that you will accurately target learning needs.**

Notes:

Which core competency seems most relevant to the professional development need?

Step 2. Develop Overarching Learning Goal(s)

Be sure there is a strong purpose for selecting the learning goal(s).

The learning goal(s) should:

- Be central to the content area.
- Connect readily to the learners' own work and to other content areas.
- Be engaging to learners.

Learning goal(s): Learners/participants will....

Step 3. Use the Core Body of Knowledge to Reflect and “Unpack” the Learning Goal

1. Reference the related core competency and its related behaviors and skills.

2. Unpack the learning goal.

What knowledge, skills and dispositions are most essential to the learning goal?

- What do the learners need to know?
- What knowledge of child development would help the learners be more successful?
- What strategies or skills do they need to learn?
- What beliefs, attitudes, or perspectives do they need to cultivate and/or diminish?

3. Prioritize and be realistic.

What would have the greatest impact on the learners’ practice given the following:

- The time constraints?
- The career stage and competency level (see Overview of Competency Levels, page 8) of the learners?
- Your own level of experience, familiarity, and expertise with the content?
- The research and resources you have to support the importance/relevance of the goal?

4. Identify generally what you would like participants be able to *DO* by the end of the professional development session that would indicate that the goal has been met?

Step 4. Write Learning Objectives That Are S.M.A.R.T

TIPS FOR WRITING LEARNING OBJECTIVES

Learning objectives should be S.M.A.R.T.

S – Specific – says exactly what the learner will be able to do

M – Measurable – can be observed by the end of the professional development session

A – Attainable for the participants within scheduled time and specified conditions

R – Relevant to the needs of the participant and the organization

T – Time-framed - achievable by the end of the professional development session

To create *Specific, Measurable, Relevant, and Time-framed* objectives:

- Start with the phrase “By the end of this session the participant will be able to....” and finish the sentence.
- Add an observable action verb that describes what the participant should be able to do (see charts on attached pages for examples of action verbs).
- Avoid difficult to define verbs that are open to a variety of interpretations (e.g., understand, learn, grasp); use instead terms that describe directly observable behaviors.
- When necessary, specify criteria concerning expected standard of performance (e.g., “Participants will write a reflection that includes a description of how their own family history, personal experiences, and cultural background may influence the way they work with children and families.”)

To create *Attainable* learning objectives:

- Consider the lowest skill/understanding level of the participants and write your objective to move them to the next level.
- Consider and specify the conditions under which the performance of the objective will take place (e.g., during guided group discussion).
- Limit the number of objectives to major learning points you would like the participants to take from the session.

Write your learning objectives.

By the end of this session the participant will be able to.....

- _____

- _____

- _____

- _____

Step 5. Align Your Learning Objectives with the Core Body of Knowledge

List the core competency and if possible, the related behaviors and skills most related to your learning objectives. Then, note how much time will be spent during the session addressing that core competency. Do not include time spent during introductions, ice breakers, bathroom breaks, or meals/snacks. These should never be considered part of the total training time, as it is not time where participants are focused on meeting the learning objectives.

Learning Objective	Related Core Competency	Time Allotted

Indicate the total amount of time spent in each of the areas below:

CBK Core Competency Area	Time	OCFS Training Topic Area	Time
1. Child Growth and Development		1. Principles of childhood development	
2. Family and Community Relationships		2. Nutrition and health needs of children	
3. Observation and Assessment		3. Child day care program development	
4. Environment and Curriculum		4. Safety and security procedures	
5. Health, Safety, and Nutrition		5. Business record maintenance and management	
6. Professionalism and Leadership		6. Child abuse and maltreatment identification and prevention	
7. Administration and Management		7. Statutes and regulations pertaining to child day care	
		8. Statutes and regulations pertaining to child abuse and maltreatment	
		9. Education and identification of shaken baby syndrome	

When you deliver the session, be sure to communicate to the learners how the content of your workshop aligns with the Core Body of Knowledge!

Action Verbs

This list of action verbs is based on a framework for categorizing educational goals called *Bloom's Taxonomy*. Use action verbs to create learning objectives that explain what learners will know or be able to do in specific, measurable terms.

<i>If you want learners to....</i>					
Remember Recall information	Understand Grasp the meaning of the information. Explain ideas or concepts.	Apply Take information and apply it in new or real-life situations.	Analyze Break down complex information into simple parts.	Evaluate Develop opinions, justify stand or decisions.	Create Generate new ideas, create new point of view.
<i>Consider using the following action verbs:</i>					
Define Describe Identify Label List Match Memorize Name Recall Recognize Record Repeat Reproduce Select State Write	Associate Clarify Discuss Draw Conclusions Explain Express Give examples Indicate Infer Interpret Paraphrase Predict Restate Summarize Tell	Apply Carry out Change Classify Demonstrate Dramatize Examine Illustrate Implement Plan Practice Prepare Produce Schedule Show Use Utilize	Analyze Arrange Attribute Breakdown Categorize Compare Correlate Debate Deconstruct Differentiate Dissect Distinguish Examine Experiment Outline Solve Structure	Assess Choose Compare Conclude Criticize Defend Evaluate Hypothesize Judge Justify Measure Research Revise Select	Adapt Arrange Build Combine Construct Create Design Develop Draft Formulate Generate Integrate Modify Organize Plan Prepare Produce Propose Reorder Revise Transform

Material adapted from:

Bloom's Revised Taxonomy by Lorin Anderson (former student of Bloom)

Overview of Competency Levels

- **Level I** – Individuals at this level are at the first step in the commitment to a career in early care and education; they contribute to and assure the maintenance of a safe and nurturing environment in which children learn and develop; they learn about children and families through participation in professional development activities; they receive ongoing supervision from someone at a higher level.
- **Level II** – Individuals at this level consistently exhibit practices grounded in theories of growth, development, and learning; they work cooperatively with others, establish good mentoring relationships, and sometimes provide direct supervision; they have participated in formal study leading to degree and/or certificate and have refined their knowledge through guided and reflective experience with young children and families.
- **Level III** – Individuals at this level have extensive academic preparation and experience in the field; they can be responsible for mentoring those at Level I and II; they possess the ability to provide new resources in the development of theory and innovative practice; they demonstrate a mastery of developmentally appropriate practices which allow them to mentor peers as well as persons at other levels.

Step 6. Create the Training Outline

TRAINING PROPOSAL PLANNING TEMPLATE

1. Training Title:
2. Training Description:
3. Core Body of Knowledge Content Area(s) & Hours:

<input type="checkbox"/> Child Growth and Development	<input type="checkbox"/> Family and Community Relationships
<input type="checkbox"/> Observation and Assessment	<input type="checkbox"/> Environment and Curriculum <input type="checkbox"/> Health, Safety, and Nutrition
<input type="checkbox"/> Professionalism and Leadership	<input type="checkbox"/> Administration and Management
4. Bibliography/References and Resources (A minimum of three (3) sources):

5. Training Objectives (Please number each objective):

OBJECTIVE (List number from above)	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS

TIPS FOR DEVELOPING COURSE CONTENT AND PRESENTATION METHODS

Content:

- What are the key concepts that you want your participants to remember a year from now? Prioritize the key concepts that are most essential.
- Consider the amount of time allocated to your session, the competency levels of the participant and their familiarity with the topic to dictate the depth and breadth of the content that you can cover.
- What is the sequence of the concepts that most represents the flow from abstract to concrete and general to specific? There should be a logical and clear reason why one idea follows another.
- What mental models will you use to help conceptualize the information into easily remembered ideas? (Charts, Graphics, Images, etc.)

Presentation Methods:

- *For your Icebreaker/Introductions-*
 - Consider the tone you want to set for your session based on the content and audience. Is a humorous and fun icebreaker appropriate, or should you set the stage with a focused partner activity or brainstorming session?
 - Do the participants know each other, and/or do they represent the same demographic (population served, same competency level for topic, etc.)?
 - Is there information that you want to gain at the outset that you will use later in the training?
- *For optimal acquisition of concepts:*
 - Present one idea at a time and allow time for participants to process the information. Keep the ratio at least 20 to 5, that is, 20 minutes of content gets 5 minutes or more of processing. This can be through an activity that promotes reflection, reaction, reinforcing or questioning.
 - Provide clear connections between key concepts and reinforce how they reflect the objectives of the session.
 - Utilize all sensory modes when introducing new skills and concepts.
 - Make your examples clear and specific.
 - Vary presentation methods (Lecture, exercises, games, large group, small group, individual exercises, visual aids, video, charts, etc.) and consider the flow of the room to balance the energy level of the group.
 - Schedule short breaks or make an announcement to participants that there are no official breaks during the working sessions and to feel free to move about, as necessary.

On-going Assessment, Closure, and Evaluation:

- *Assess while you are presenting:*
 - Consider how you will read the room and determine if changes to the environment or your session plan need to be made. Do you need to break and ask the group for input on the pace and content through a written feedback form or a physical action, such as holding up a pen if they feel the pace is too fast. Remember optimal learning temperature is 70 °F.
 - Encourage and acknowledge participation efforts. Participation levels often reflect engagement. Sharing of ideas is contagious when creative thinking is reinforced and extended.
 - Through-out the presentation, ask questions that require higher order thinking skills (Bloom's Question Stems) to reinforce learning connections.
 - During afternoons, use quick energizing activities to reconnect the group and renew interest.
- *Plan time for closing activity or reflection to:*
 - summarize key points
 - reinforce insights gained
 - reflect on the collective experience
 - initiate plan for implementation of ideas and skills into practice
- *Evaluation: What do you want to know?*
 - Choose items for your evaluation that relate directly to the topic to get the most specific feedback about the content, delivery, and relevance to the participants.
 - If you used materials, handouts, or visual aids, the evaluation can help participants to review the effectiveness and usefulness in reinforcing the topic.
 - Provide a question that asks the participants to reflect on their own learning and participation in the session.
 - An open-ended opportunity to make a general comment at the end can provide useful information.

Follow-up Methods:

- When the session is a part of a series or done in conjunction with a coaching component, the link to practice is reinforced. The expectations for the follow-up need to be set and communicated to reinforce and motivate the participants to actively plan for and implement the knowledge and skills that they have gained.

Appendix A: Logistics

WORKSHOP PLANNING FORM

Proposed workshop title _____

Date of workshop _____ Start Time _____ End Time _____

Contact Person _____ Phone Number _____

Organization _____ Phone _____

Address _____ Fax _____

City _____ State _____ Zip _____

Travel information: _____

Accommodation information: _____

Total number of participants attending _____ Voluntary _____ Mandatory _____

Participants with special needs (physical disabilities, sight- or hearing- impaired, other)

YES _____ NO _____ Accommodations _____

Other participant information: _____

Location of workshop site _____ Phone _____

Room Number(s) _____ Room Set-up _____

Food provider _____ Set-up time/ break time _____/_____

Appendix B: Sample Follow-up Planning Sheets

FOLLOW-UP PLANNING SHEET

I plan to use the strategy/skill/knowledge I have learned to: _____

I am going to share this strategy/skill/ knowledge with: _____

I plan to work on the following areas to further increase my knowledge/skills/strategies: _____

Name: _____

Date: _____

ACTION PLAN

Name: _____

Date: _____

Goal Statement: _____

Action steps:

Resources needed:

Target date:

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Evaluation Plan: _____
