Training Development Manual

THE MISSION STATEMENT OF APPLES FOR CHILDREN, INC.

APPLES for Children, Inc. is a private non-profit resource and referral agency that works with families, providers, children and community partners to ensure that children have access to high quality, affordable early learning and school age opportunities and experiences that enable them to succeed in school and life.

Thank you for your interest in developing professional development on behalf of APPLES for Children, Inc. in support of our mission. This manual provides an overview of our needs, outlines the process for submitting ideas, provides the format for training development, obtaining a contract for professional development, submission of professional development, the review process and terms for payment.

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Important email and submission link information

All questions should be submitted in writing to
trainingdevelopment@applesforchildren.org

All forms included in the appendix can be found on the APPLES for Children, Inc. website HERE

The Training Development Notice of Interest form is emailed to
trainingdevelopment@applesforchildren.org

All training proposal packets are submitted at the following link:
https://forms.gle/LZepygJEzbW8pjbXA

Overview

APPLES for Children, Inc. is an approved training organization through Maryland State Department of Education (MSDE), Office of Child Care.   Professional development provides early childhood professionals with the tools necessary to ensure quality care and educational experiences by delivering specific knowledge, or teaching a specific skill to the early childhood professional. Individuals interested in developing professional development opportunities on behalf of APPLES are considered independent contractors and must understand children, child development, the business of child care, and how to utilize resources that reflect current early childhood research.

Early childhood professionals vary widely in their education and experience and therefore we accept professional development that is designed to meet any one of the five MSDE defined knowledge levels (novice, intermediate, competent, proficient, advanced). We do however place preference on training that is developed at the competent or proficient levels.

Additionally, we accept professional development that is designed to meet any one of the Core of Knowledge areas: Child Development, Curriculum, Special Needs, Community, Health/Safety/Nutrition, Professionalism. Refer to Appendix A – Core of Knowledge for an overview of each area.

Training may be intended for early childhood professionals in general or for targeted audiences such as infant and toddler care givers, center directors, Head Start staff, etc.

Please refer to *Knowledge and Competency Framework for Child and Youth Care Professionals* for definitions and additional details regarding knowledge levels and core of knowledge areas. The manual can be accessed HERE.

Trainings that have already been approved by MSDE Office of Child Care under another training approval number will not be accepted. Training that has been previously delivered to Maryland Child Care providers either formally or informally will not be accepted. All trainings submitted must be your original work.

STEP 1 – Notice of Interest and Idea Submission

The first step in the process is to submit your notice of interest and idea for the professional development that you wish to create and submit. APPLES will review your information and respond with either approval to move forward with a full proposal or a rejection. If rejected, APPLES will provide an explanation.

Please use form **Training Development Notice of Interest** (Appendix B) to submit your idea. All submissions should be emailed to trainingdevelopment@applesforchildren.org

STEP 2 – Full proposal

Once approval to proceed is received in writing from an authorized APPLES staff person, the next step is development of a full training proposal.

The full proposal includes the following:

1. **Training Proposal Planning Template** (Appendix C) – submitted as a word document
2. **Power point presentation with presenter notes** – submitted as a power point document
3. **Handouts** (if applicable, with appropriate references and citations) – submitted as a word document if self-created or as PDF if utilizing a source that is only available as a PDF.
4. **Assessment Answer Key** – submitted as a word document

The completed training proposal packet is submitted at this link:
https://forms.gle/LZepygJEzbW8pjbXA

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The following provides applicants with the instructions to use in preparing the training proposal. Applicants should review the criteria used for scoring training proposals to ensure that their proposal has sufficient detail to allow the reviewers to make their assessments in the areas of content, organization, and presentation. A copy of the rubric can be found in the Appendix (Appendix D).

Training Proposal Planning Template Instructions

A sample Training Proposal Planning Template can be found in the appendix. (Appendix E)

✏️**Training Title:**

- The title should clearly reflect the content of the training.
- If the training is part of a series, please indicate in the title that the training is "Session # of #".

✏️**Training Description:**

- Provide a brief description of the training that includes who the training is for and the purpose of the training. If the training is advanced or proficient, provide the prerequisite (knowledge needed) in order to attend the training.

✏️ **Core of Knowledge Content Area(s) & Hours:**

- Indicate the length of the training by specifying the number of clock hours for the entire training
- The total number of training hours are broken down by Core of Knowledge

EXAMPLE

3. **Core of Knowledge Content Area(s) & Hours:**

____ Child Development	__3_ Curriculum	____ Health, Safety & Nutrition
____ Special Needs	____ Professionalism	____ Community

> This example shows a three-hour training. All three hours are in the Core of Knowledge area of Curriculum

✏️**Bibliography:**

- Identify the specific references used to prepare the training, as well as additional references that participants may want to use following the training session.
- A minimum of three (3) current sources (within the last 10 years) must be used in developing the training proposal.
- Try to avoid websites that end in .com. Use books, articles and sources found in .org, .net, .edu sources.
- These are two websites that can assist you with formatting your bibliography correctly.
  - https://www.citationmachine.net/apa
  - https://www.citethisforme.com/us/citation-generator/apa

Bibliography Format:

The bibliography listing is to follow the APA style of recording. All work is to be listed in alphabetical order according to the first letter of the publication's title.

- **Book Format**:

  Author's last name, first initial. (Publication date). Book title. Additional information. City of publication: Publishing Company.

- **Magazine & Newspaper Article Format**:

  Author's last name, first initial. (Publication date). Article title. Periodical title, volume number (issue number if available), inclusive pages.

- **Website or Webpage Format** (you may use .com sites sparingly, try to avoid)

- **Online periodical:**

  Author's name. (Date of publication). Title of article. Title of Periodical, volume number, Retrieved month, day, year, from full URL

- **Online Documents:**

  Author's name. (Date of publication). Title of work. Retrieved month day, year, from full URL

Use the following as a guide for the bibliography page:

EXAMPLE

References

Battery. (2017). Encyclopedia Britannica. (pp. 100-101). Chicago: Encyclopedia Britannica.

Best batteries. (December 2020). Consumer Reports Magazine, 32, 71-72.

Booth, Steven A. (January 2019). High-Drain Alkaline AA-Batteries. Popular Electronics, 62, 58.
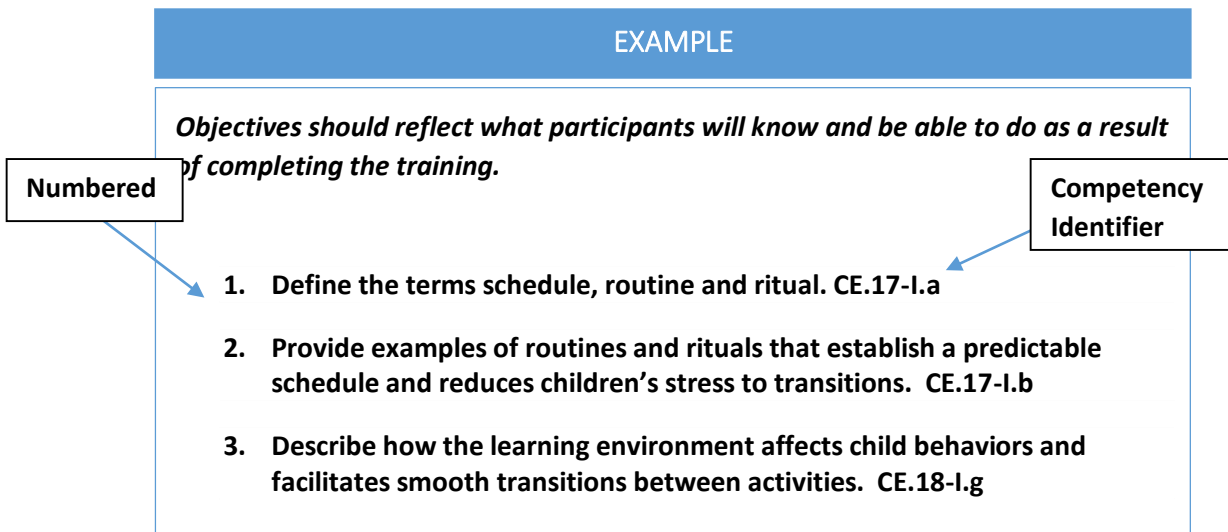
Dell, R. M., and D. A. J. Rand. (2022). Understanding batteries. Cambridge, UK: The Royal Society of Chemistry.

🖋 **Training Objectives:**

- There should be a <u>minimum of three objectives</u>; <u>written in measurable terms</u>.
- Training objectives are to be written and tailored to specific domains and levels using the *Knowledge and Competency Framework for Child and Youth Care Professionals* ([HERE)](#) as a guideline (one competency identifier per objective).
- Number each objective.
- Reference the Knowledge and Competency Framework for Child and Youth Care Professionals competency identifier for each objective.

EXAMPLE

Objectives should reflect what participants will know and be able to do as a result of completing the training.

Numbered

Competency Identifier

1. **Define the terms schedule, routine and ritual. CE.17-I.a**

2. **Provide examples of routines and rituals that establish a predictable schedule and reduces children's stress to transitions. CE.17-I.b**

3. **Describe how the learning environment affects child behaviors and facilitates smooth transitions between activities. CE.18-I.g**

🖋 **Detailed Lesson Plan:**

- This section provides the information and activities that will accomplish the objectives. Presentation techniques should be presented, such as the use of small group activities/exercises, question and answer, lecture/guided teaching, video presentations, and so forth. Include modifications to accommodate virtual training if applicable.
- Identify the specific handouts that are used in this training, include the PowerPoint pages.
- Objectives must be noted.
- Include a variety of presentation methods/activities to keep participants engaged. Train Like a Champion is a great resource for ideas. https://trainlikeachampion.blog/292-training-activities/

PowerPoint Instructions

✏ Slides

- Include only main ideas, keywords, and talking points on your slide. Audiences should be engaged by sharing the details out loud.
- Some experts suggest using the **5/5/5 rule**: no more than **five** words per line of text, **five** lines of text per slide, or **five** text-heavy slides in a row.

- Quotes used on slides must cite the author or source.

- Your text should be easy to read and pleasant to look at. Large, simple fonts and theme colors are always your best bet. **Avoid "cute" fonts like Chiller, Bradley Hand ITC, Curlz MT, Gigi, etc.**

- Images should depict real people and objects rather than cartoon clip art.

✏️ **Presenter Notes**

- The note section is to be written in detail so that any trainer can present.
- The note section should be clear as to what the trainer is to say versus any additional information being provided.
- If a video is imbedded into the slide, the link must be included in the note section.

EXAMPLE

No Dead Time!
Transition Time

Trainer
Let's move to Center Time. This can be another big transition. Kids running to their favorite area. Kids fighting over a toy if they didn't get there first. Not getting to lay on the big cushion. So much potential for meltdowns. Remember – the key is to keep kids engaged with no dead time. Challenging behaviors tend to rise when there are too many transitions during the day, transitions are too long and children spend too much time waiting with nothing to do, and when there are not clear instructions.

How do you avoid the chaos and create the serene when you transition kids to center time? (allow time for participants to respond)

Ideas to add to the conversation:
- *While singing an interactive song gently touch child's shoulder as a cue to go to center.*
- *While children are engaged in deep breathing using stuffed animals say anyone with a dog on their belly please go to center. Wait a couple of deep breaths....cat, etc.*

Handout Instructions

Handouts are not required and should only be used to add value to the workshop.

✏ Handouts – created by you

- Ensure that each reference is cited for the content of the handout.

✏ Handouts – third party

- Ensure that the handout is not copyrighted and the source is cited on the document.
- Handouts that are incorporated from an outside source need to be professional in appearance and legible. Please avoid documents that have been copied from copies numerous times and have diminished in legibility.

Assessment Answer Key Instructions

✏ Assessment Answer Key

- Each workshop session must include an assessment.
- Assessment includes, but is not limited to, written tests, demonstration, observation, portfolio, or a combination of methods.
- Assessment does not include general classroom discussion, general group participation, group classroom response, or unanalyzed observations or demonstrations.
- Written tests can NOT include true/false questions.
- Written tests must be a minimum of 10 points (questions can be worth more than 1 point).
- Each test question (or other form of assessment) must note the objective that is being measured. Each objective must be measured.
- Each test question (or other form of assessment being used) must have the answer(s) noted.
- Appendix F List of Measurable Verbs Used to Assess Learning Objectives is a useful resource

STEP 3 - Submission of Proposal Packet

APPLES for Children, Inc. reviews proposals bi-monthly. Proposals maybe uploaded to the designated link at any time but will only be reviewed on a bi-monthly basis.

Submission Deadline – the second Tuesday bi-monthly
January
March
May
July
September
November

The full proposal includes the following:

1. **Training Proposal Planning Template** – submitted as a word document
2. **PowerPoint presentation with presenter notes** – submitted as a PowerPoint document
3. **Handouts** (if applicable) – submitted as a word document if self-created or as PDF if utilizing a source that is only available as a PDF.
4. **Assessment Answer Key** – submitted as a word document

All documents submitted must be in their original format and free of password protection, formatting restrictions, editing restrictions and/or watermarks. PDF documents will not be accepted with the exception of handouts that originate from a PDF source.

Proposals that are submitted with missing pieces will not be reviewed. You will be notified that the committee is unable to review your proposal. You may resubmit your proposal with all required pieces.

The completed training proposal packet is submitted at this link:
https://forms.gle/LZepygJEzbW8pjbXA

Emailed submissions will not be accepted.

STEP 4 - Review of Proposal Packet

✏️ **Evaluation Procedures of Trainings**

- Training proposals are evaluated by the APPLES Training Review Committee on a bi-monthly basis.

Submission Deadline – the SECOND TUESDAY bi-monthly
January
March
May
July
September
November

- The training review committee will check for validity and reliability of referenced resources.
- Each training will be evaluated in the following three areas:
  - Organization
  - Content
  - Presentation

● The rubric used for evaluation can be found in the Appendix section (Appendix L).

✏️ **Approval Procedures**

- The proposal must meet the minimum score of 80/100 in order for it to be accepted.
- If accepted, you will receive an email notification stating acceptance.
- If the score falls below 80, the training proposal and all other submitted documentation will be returned, along with the rubric noting what needs to be corrected, added, or modified. You may resubmit all documentation once the corrections have been made.
- **Within 30 days of the posted submission deadline**, the training will be approved and notification sent, or returned for revision.

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Terms of Payment

1. Prior to the first payment being made, you must submit a [W-9 form](#) and execute a contract that clearly stipulates you are an independent contractor. These documents can either be sent postal mail to 1825 Howell Road, Suite 3, Hagerstown, MD 21740 or scanned and emailed to trainingdevelopment@applesforchildren.org.
2. No form of payment will be made until the evaluation and approval of the submitted training has occurred.
3. Payments will be tendered **within 30 days of <u>approval notice</u>**.
4. Payments will be sent to the address on file (taken from your W-9 form). Should you have a change in address please notify us in writing at trainingdevelopment@applesforchildren.org

Appendix

CORE OF KNOWLEDGE

Core of Knowledge is defined as theories and practices that are essential for individuals working with children in family child care homes and child care centers. The core of knowledge is divided into six major areas:

- Child Development
- Curriculum
- Health, Safety & Nutrition

- Professionalism
- Special Needs
- Community

The six Core of Knowledge areas are listed in the chart that follows. Each bulleted item under the Core of Knowledge area identifies the content of a workshop.

CHILD DEVELOPMENT

- Child growth and development theories and effects on child care and education
- Connections between development and learning
- Methods of observation and developmental screening
- Familial, cultural, and environmental influences on development

- Theories of respectful child guidance, behavior modification, and behavior management
- Positive child guidance strategies and behavior expectations that promote pro-social behavior
- Research in early brain development
- Documentation of growth and learning, including stages of development
- Pace and range of development

CURRICULUM

- Maryland Early Learning Standards which incorporates and includes the Maryland's College and Career Ready Standards, and Healthy Beginnings.
- Significance of play, emergent curriculum in development and learning
- Developmentally appropriate practices that focus on children's development, interests/needs, and consider culturally valued content and home experiences

- Learning experiences that help children develop emerging intellectual curiosity, problem solving and decision making skills, and critical thinking
- Use of formal and informal assessments to plan activities, individualize lessons, and improve quality
- Approaches to learning and learning styles
- Planning appropriate environments for all children, including indoor and outdoor learning spaces
- Anti-bias and cultural competency as it relates to the classroom environment and materials

HEALTH, SAFETY AND NUTRITION

- Health practices
- Safety management practices
- Illness and injury prevention
- Emergency preparedness
- Health and nutrition for all children to support development
- Health record keeping and policy considerations
- Identification and reporting of abuse, neglect, and injurious treatment

- Sanitation practices and procedures
- Developmentally appropriate supervision of all children
- Adverse childhood experiences' impact on children's health and wellness
- Resiliency

NOTE - First Aid/CPR may not be counted toward this Core of Knowledge area

PROFESSIONALISM

- Current issues, trends, research, and opportunities in the child care field
- Self-reflection and assessment
- Professional standards and ethics, including confidentiality, anti-bias, and cultural competency
- Coaching and mentoring
- Collaboration/collaborative process within the early childhood community
- Advocacy for children and child care

- Awareness of professional organizations and associations, community resources, education opportunities, licensing regulations, and quality improvement initiatives
- Financial/budget planning and management
- Staff/program development, supervision, and evaluation
- Leadership, teambuilding, and conflict resolution
- Effective interaction and communication skills
- Human resources, marketing, and public relations
- Developing program policies and procedures

CORE OF KNOWLEDGE (con't)

SPECIAL NEEDS

- Developmentally appropriate practices for children with varying developmental, emotional, cognitive, language and/or physical needs
- Supports including accommodations, adaptations, modifications, inclusionary practices, and Universal Design for Learning (UDL)
- Effective engagement and collaborations with parents/families, professionals, agencies, and others to support children with disabilities, delays, and/or special health care needs
- Inclusionary practices, including applicable laws, policies, and procedures
- Understanding IEP/IFSP implementation in child care programs
- Design of inclusive and accessible learning environments
- Specific populations and medical considerations
- Awareness of resource and referral agencies, organizations, and professionals

COMMUNITY

- Diverse family and community characteristics
- Support and engage families and communities through respectful and reciprocal relationships
- Intentionally involve families and communities in children's development and learning
- Community resources that support children and families
- Knowledge of/use of Maryland's Family Engagement Framework and Toolkit
- Family dynamics
- Recognition of diversity within families and communities
- Collaborative and supportive relationships between child care programs and community agencies, businesses, associations, professionals, and other

APPLES
for Children, Inc.
Alliance for Parent, Provider
and Local Employer Solutions

Training Development Notice of Interest

Name: _____   **Phone:** _____

Email: _____

Are you a current MSDE approved trainer?   Yes   No

Proposed Training Title:

Synopsis of training:

Number of training hours: ☐ **2 hrs**   ☐ **3 hrs**   ☐ **6 hrs**

☐ **Other (please explain)**

How do you anticipate the training hours will be broken down into Core of Knowledge?

___**Child Development**   ___**Curriculum**   ___**Special Needs**

___**Professionalism**   ___**Community**   ___**Health/Safety/Nutrition**

At what competency level will you be writing this training?

☐ Novice ☐ Intermediate ☐ Competent ☐ Proficient ☐ Advanced

Who is the intended audience for this training?

☐ Early Childhood Professionals in general ☐ Infant & Toddler caregivers

☐ Preschool teachers ☐ Head Start staff ☐ Administrators

☐ Other (Please explain)

Will you be writing this training for:

☐ In-person instruction ☐ Virtual Instruction (Zoom platform) ☐ Both

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Anticipated submission date: _____

You will not be held to this date. We ask this so we may project the amount of time we will need to review all submissions. We do ask that you communicate with us if your submission will be delayed or you decide not to move forward with a full proposal submission.

I understand that once the full proposal is submitted it becomes the sole property of APPLES for Children, Inc. and cannot be utilized or sold in part or full by myself, another person or entity without the express written consent of APPLES for Children, Inc.'s Executive Director or his/her duly authorized representative.

Signature: _____ Date: _____

TRAINING PROPOSAL PLANNING TEMPLATE (do not include name of trainer/training organization on template)

1. **Training Title:**

2. **Training Description:**

3. **Core of Knowledge Content Area(s) & Hours:**   ____ Child Development   ____ Curriculum   ____ Health, Safety & Nutrition
   ____ Special Needs   ____ Professionalism   ____ Community

4. **Bibliography/References and Resources (A minimum of three (3) current and valid sources):**

5. **Training Objectives (Minimum of 3; maximum of 5. Please number each objective, and include competency identifier):**

*Indicate Special Needs (SN) and Cultural Sensitivity (CS) where addressed

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

*Indicate Special Needs (SN) and Cultural Sensitivity (CS) where addressed

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

Assessment:

ORGANIZATION	2	3	4	5	SCORE
Uses quality writing	The training proposal is very poorly written and has several errors in grammar, usage, mechanics, or spelling	The training proposal has 3 -5 grammatical, usage, mechanical or spelling errors.	The training proposal is satisfactory in that it only has 1 – 2 grammatical, usage, mechanical or spelling errors.	The training proposal is very clearly written with no errors in grammar, usage, mechanics or spelling.	
Maintains consistency within the training proposal	The training proposal description, learning objectives, content and methods are not at all consistent with one another.	The training proposal description, learning objectives, content and methods are somewhat consistent with one another.	The training proposal description, learning objectives, content and methods are consistent with one another.	The training proposal description, learning objectives, content and methods are highly consistent with one another.	
Specifies realistic and measurable learning objectives (This category is double weighted so the score is multiplied by 2)	None of the learning objectives are realistic or written in measurable terms.	Some of the learning objectives are realistic and written in measurable terms.	Most of the learning objectives are realistic and written in measurable terms.	All of the learning objectives are realistic and written in measurable terms.	___x2=___
References/Resources cited are reputable, published within 10 years, and appropriate for use as foundation of training content	None of the sources cited are reputable, published within 10 years, and appropriate.	Two of the sources cited are reputable, published within 10 years, and appropriate.	Three of the sources cited are reputable, published within 10 years, and appropriate.	All of the sources cited are reputable, published within 10 years, and appropriate.	
Timeline allots adequate time for events/activities	Timeline allotted for delivery of training is not at all adequate.	Timeline allotted for delivery of training is somewhat adequate.	Timeline allotted for delivery of training is adequate.	Timeline allotted for delivery of training is clearly adequate.	
Objectives should reflect what the participant should know and be able to do as a result of this training (e.g. Participants will list the major developmental theories and identify characteristics of each.) **Category Total Score**					**/30**
Comments:					

Training Proposal Evaluation Rubric

CONTENT	2	3	4	5	SCORE
Training Description	Training description does not explain the content of the training, the need for the training and the benefits to the participants.	Training description does very little to explain the content of the training, the need for the training and the benefits to the participants.	Training description explains the content of the training, the need for the training and the benefits to the participants.	Training description clearly explains the content of the training, the need for the training and the benefits to the participants.	
Training Title	Training title is not strength-based and/or does not appropriately refer to the subject(s) of the training.	Training title does very little in using strength-based language and/or does very little to appropriately refer to the subject(s) of the training.	Training title somewhat addresses the use of strength-based language and/or appropriately refers to subject(s) of the training.	Training title uses strength-based language and appropriately refers to the subject(s) of the training.	
Training proposal provides sufficient information specific to training content and objectives. (This category is double weighted so the score is multiplied by 2.)	Training content does not include sufficient information to adequately meet learning objectives.	Training content includes some information to adequately meet learning objectives.	Training content includes information to adequately meet learning objectives.	Training content clearly demonstrates alignment with learning objectives and includes sufficient and specific information.	____ x 2= ____
**Incorporates learning objectives and methods to measure learning. (This category is double weighted so the score is multiplied by 2.)	Learning objectives and methods to measure learning are not addressed in the content.	Learning objectives and methods to measure learning are not fully addressed in content.	Learning objectives and methods to measure learning are addressed in content.	Learning objectives and methods to measure learning are clearly addressed in content.	____ x 2= ____
Content addresses special needs and inclusionary practices (using person first language) and ADA.	Training content does not address special needs, inclusionary practices (using person first language) and ADA.	Training content does very little to address special needs, inclusionary practices (using person first language) and ADA.	Training content somewhat addresses special needs, inclusionary practices (using person first language) and ADA.	Training content clearly addresses special needs, inclusionary practices (using person first language) and ADA.	
Content addresses cultural sensitivity and diversity.	Training content does not address cultural sensitivity and diversity.	Training content does very little to address cultural sensitivity and diversity.	Training content somewhat addresses cultural sensitivity and diversity.	Training content clearly addresses cultural sensitivity and diversity.	
Matches the targeted Core of Knowledge content area(s)	Does not match the targeted Core of Knowledge content area(s).	Somewhat matches the targeted Core of Knowledge content area(s).	Matches the Core of Knowledge content area(s).	Clearly matches the targeted Core of Knowledge content area(s).	
Reflects current national standards/guidelines, COMAR regulations, and best practice for early care and education when appropriate to content and learning objectives.	Content does not reflect current national standards/guidelines COMAR regulations, and best practice for early care and education.	Content somewhat reflects current national standards/guidelines COMAR regulations, and best practice for early care and education.	Content reflects current national standards/guidelines COMAR regulations, and best practice for early care and education.	Content clearly reflects current national standards/guidelines COMAR regulations, and best practice for early care and education.	
				Category Total Score	**/50**

Comment:

Reviewed November 2018

Training Proposal Evaluation Rubric

PRESENTATION	2	3	4	5	SCORE
Provides quality materials/handouts that are appropriate and "user-friendly".	Training materials/handouts are inappropriate, unprofessional and/or lack appropriate reference information and/or not "user-friendly".	Training materials/handouts are somewhat appropriate, "user-friendly" and look professional but do not have appropriate reference information.	Training materials/handouts are appropriate, "user-friendly" and look professional and have appropriate reference information.	Training materials/handouts are clearly appropriate, "user-friendly" and look very professional and have appropriate reference information.	
Connects training content to practical application	Practical application is not linked to content.	Practical application is somewhat linked to content.	Practical application is linked to content.	Practical application is clearly linked to content.	
**Methods of Delivery (This category is double weighted so the score is multiplied by 2.)	Methods used do not reflect a variety of learning styles, methods are not appropriate for adult learners, methods do not promote active learning.	Methods somewhat reflect a variety of learning styles, methods are somewhat appropriate for adult learners, methods somewhat promote active learning	Methods used reflects a variety of learning styles, methods are appropriate for adult learners, methods promote active learning	Methods clearly reflects a variety of learning styles, methods are clearly appropriate for adult learners, methods clearly promote active learning	____ x 2= _____
				Category Total Score	**/20**

Comment

Category Scores: **Organization: _____/30**
                              Content: _____/50
                              Presentation: _____/20
                              Total: _ _ _ _ _

Reviewed November 2018

SAMPLE TRAINING PROPOSAL PLANNING TEMPLATE (do not include name of trainer/training organization on template)

1. **Training Title:** Supporting Process-Focused Art in Early Education

2. **Training Description:** This training identifies the characteristics and benefits of process-focused art. It encourages open-ended art activities and the implementation of an environment which nurtures the creativity of children through independent and developmentally appropriate experiences.

3. **Core of Knowledge Content Area(s) & Hours:** _____ Child Development   _3_ Curriculum   _____ Health, Safety & Nutrition
   _____ Special Needs   _____ Professionalism   _____ Community

4. **Bibliography/References and Resources (A minimum of three (3) current and valid sources):**

   1) Bullard, J. "Creating Environments for Learning: Birth to Age Eight", 3rd Edition. Pearson, 2017.
   2) "Art - An opportunity to develop children's skills." Penn State Extension Better Kid Care, June 2016.
   3) Bongiorno, Laurel. "Supporting the Development of Creativity." https://www.naeyc.org/our-work/families/supporting-development-creativity.
   4) Bongiorno, Laurel. "How Process Art Experiences Support Preschoolers." Teaching Young Children; February/March 2014; Vol. 7, No. 3.
   5) "Balancing Process and Product in Creative Art Activities." August 2019. https://childcare.extension.org.
   6) Kohl, Mary Ann. "Fostering Creativity." http://brightring.com/about-creativity.
   7) Reyner, Anna. "Art Influences Learning." http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=509.
   8) "What Is Process Art For Kids & Why Is It Important?" https://fun-a-day.com/process-art-for-kids.
   9) Stewart, Deborah J. "Making the transition from product to process focused art." February 4, 2012. http://prekandksharing.blogspot.com.
   10) Copple, Carol and Sue Bredekamp. Developmentally Appropriate Practice in Early Childhood Programs. NAEYC, 2009.

5. **Training Objectives (Please number each objective, and include competency identifier):**

   1) Identify the characteristics of process-focused art and how they differ from product-focused art.

   2) Recognize the importance of opportunities for children to explore, experiment, investigate, play, and use creative expression. CE.6-N.b

   3) Implement an environment which stimulates and nurtures the creativity of children through developmentally appropriate and independent experiences. CE.6-C.a

OBJECTIVE (List number from above)	*SN *CS	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
		10 min	**SIGN IN** **INTRODUCTIONS** Introduction of instructor and participants.		• PPT SLIDE 1
OBJ 1		10 min	**ACTIVITY 1: PROCESS VS PRODUCT ART** • Examples of characteristics of PRODUCT-FOCUSED art are listed on slide 6 notes. • Examples of characteristics of PROCESS-FOCUSED art are listed on slide 8 notes. • We will revisit this activity at the end of the training. For limited space or participants with limited mobility, provide options to work in pairs or small groups at the table.	ACTIVITY: PROCESS VS PRODUCT ART 1) Participants are given index cards with characteristics of either product or process-focused art. They are encouraged to work individually or in small groups. 2) Participants post the characteristics under the headings "PRODUCT", "PROCESS", or "BOTH" (can be Venn diagram or separate newsprint pages on wall with each header – depending on room set up options) 3) Large group discussion on why some characteristics may describe one and/or the other (choose a few from each category to discuss but do not give "correct/incorrect" feedback).	• PPT SLIDE 2 • index cards with characteristics of either product or process-focused art • tape • newsprint
OBJ 1		15 min	**ACTIVITY 2: PRODUCT ART EXPERIENCE** Demonstration of some limitations of product art experiences. • Once everyone is done and all projects are displayed, ask participants to try to find their completed project. • The time limit is also meant to demonstrate another factor which can limit creativity and self-expression.	ACTIVITY: PRODUCT ART EXPERIENCE (FIREFLIES) Instructions given to participants: 1) Get 1 head, 1 body, 2 wings, 6 tissue paper pieces, glue stick. 2) Write your name on the underside of the body. 3) Complete the fireflies and give to the instructor.	• PPT SLIDE 3 • Precut materials (body, wings, tissue paper) • Glue sticks • Markers • Timer

OBJECTIVE (List number from above)	*SN *CS	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
OBJ 1 OBJ 2		5 min	**REFLECTION** • Encouraging reflection is an important practice for early childhood educators. When young children reflect, they build skills like remembering, questioning, investigating, explaining, translating, sharing, and revisiting. These skills are crucial both in school and in life. Reflection is a valuable part of anything we want to teach children (self-regulation, conflict resolution, planning, even literacy). • Examples of ways to help children with reflection are on slide 4 notes.	REFLECTION – *How do you feel?* – *What did you enjoy (or not enjoy) about the experience?* – *What did you learn?* – *What might you want to try next?* • Allow for open discussion. Encourage feedback and comments. • Ask participants if they use reflection in their programs. • Discuss importance of reflection and examples of ways to encourage reflection with children.	• PPT SLIDE 4
OBJ 1 OBJ 2	CS SN	30 min	**PPT SLIDES 5-19** • Objectives • Characteristics of product-focused art • Characteristics of process-focused art • Benefits of process-focused art • Individual Expression • Examples of product and process art	LARGE GROUP DISCUSSION OF – Objectives – Characteristics of product-focused art – Characteristics of process-focused art – Benefits of process-focused art – Individual expression – Examples of product and process art	• PPT SLIDES 5-19 • HANDOUT: *"How Process Art Experiences Support Preschoolers"*
OBJ 1		10 min	**EXAMPLES OF PROCESS-FOCUSED ART** Website: http://www.funathomewithkids.com/2015/06/50-easy-process-art-activities-for-kids.html	• Visit the web page to show examples of process-focused art activities. • Participant can help select some activities to explore and discuss.	• PPT SLIDE 20 • Website
		15 min	**BREAK**		

MSDE/DECD – Office of Child Care

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OBJECTIVE (List number from above)	*SN *CS	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
OBJ 1 OBJ 2 OBJ 3		25 min	**ACTIVITY 3: PROCESS ART EXPERIENCE** • Instructor choses 1 or more process art activities to offer as options (depending on class size and space available). This is an example of an activity we might do with participants (Tissue Paper Art) • Examples of additional options (these don't require direct touching of paint): – Bubble wrap painting – Watercolor painting with brushes, pipettes, branches, strings, etc. – Mixing paint with glue and water – Printing using water bottles and/or other containers (recycling materials) We are modeling an environment which allows for creativity, imagination, and individualism. Children (and adults) need time to enjoy experiences and not feel rushed to finish a product. They also need time to reflect on their experiences.	ACTIVITY: PROCESS ART EXPERIENCE If providing multiple options, allow participants to choose which activity to do (they may do more than one or combine materials). • Give everyone time to select materials and create - without additional instructions. • Allow ample time to relax and enjoy. • Have books available for those who are done early (children's books which support open-ended or process-focused art such as *The Dot, Ish, Beautiful Oops, Colorful Dreamer*). • Encourage participants to read provided handout: *"PennState Extension - Art - an opportunity to develop children's skills"*. • Provide books, puzzles, playdough, and other materials for participants who finish early. "Journals" can also be provided (folded and stapled paper). In most classrooms or programs, children would have the option of centers and other activities. • If possible, play relaxing background music.	• PPT SLIDE 21 • Art materials (for each option) • Books, articles, puzzles, journals, playdough, etc. • Music • HANDOUT: *"PennState Extension - Art - an opportunity to develop children's skills"*
OBJ 1 OBJ 2		5 min	**REFLECTION & DISCUSSION** Encouraging reflection is an important practice for early childhood educators. When young children reflect, they build skills such as remembering, questioning, investigating, explaining, translating, sharing, and revisiting. These skills are crucial in school and in life. Reflection is a valuable part of anything we want to teach children (self-regulation, conflict resolution, planning, even literacy). It's also an important skill to learn in and of itself.	REFLECTION – *How do you feel?* – *What did you enjoy (or not enjoy) about the experience?* – *What did you learn?* – *What might you want to try next?* Open discussion, feedback, and comments.	• PPT SLIDE 22

OBJECTIVE (List number from above)	*SN *CS	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
OBJ 3		25min	**BARRIERS** Possible barriers: • *I'm not artistic.* • *I need to have control.* • *It's not what the parents want.* • *It's too messy.* • *I don't have enough space.* • *I don't have enough time.* • *What is educational about blobs of glue on paper or a page with lots of smudges?* • *Where do I get all these materials?* • *What is my role in process art?*	• Ask participants to identify any barriers or concerns they might have with implementing process-focused art. • Encourage participants to address each other's concerns, share ideas, and possible solutions. • Acknowledge that these are common barriers for many providers and programs.	• PPT SLIDE 23
			STRATEGIES TO FACILITATE PROCESS ART • Have open-ended materials • Rotate materials • Put materials in different curriculum areas of classroom • Provide gentle guidance • Show techniques and usage of materials/tools • Scaffolding • Listen to children and their ideas/suggestions • Daily opportunities for art • Open art center accessible to children • Ample time to create • Ask open-ended questions • Not "making" children do art • Have H-U-G-E sheets of paper available • See the possibility of painting with things other than brushes • Doesn't have to look like anything. Ever. • Not making models or examples for the children • Don't comment on the product (what is it?)	• Ask participants to provide feedback and discuss the strategies provided.	• PPT SLIDES 24-27

OBJECTIVE (List number from above)	*SN *CS	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS
			STRATEGIES TO FACILITATE PROCESS ART (cont.) • Comment on the process • Prepare in advance to minimize mess • Ask parents to send children in play clothes, smocks, or old t-shirts. • Inform parents about process-focused art (what it is and why it's important) • Collect recyclables • Take art activities and materials outside • Let children decide what to do with their art (display/take home/leave at school) • Providing MORE is the best way to show support and to encourage (be cautious of mindless praise) • Remember that it's the children's art (not yours)	• Ask participants to provide feedback or discuss the strategies provided.	
OBJ 1 OBJ 2 OBJ 3		5 min	**ACTIVITY 4: REVISIT ACTIVITY 1** (PROCESS VS PRODUCT ART)	ACTIVITY: REVISIT PROCESS VS PRODUCT ART • Instructor (or volunteer) reads aloud the index cards/descriptors and asks the group if they feel it belongs where it is. Does it need to be moved? • Has anyone's perspective or opinion of process and/or product-focused art changed? In what way? • Encourage participants to share how they will apply what they've learned to their programs.	• PPT SLIDE 28
	SN	25 min	**WRAP UP QUESTIONS** **ASSESSMENT**		• PPT SLIDE 29 & 30

Assessment: Written assessment enclosed.

List of Measurable Verbs Used to Assess Learning Outcomes

Bloom's Taxonomy of Educational Objectives (1956): Cognitive Skills
A group of educators, led by Benjamin Bloom, identified a hierarchy of six categories of cognitive skills: knowledge, comprehension, application, analysis, synthesis and evaluation. As students learn, they start with the knowledge level and progress through the hierarchy. Thus, advanced courses should include skills at a higher level than introductory or basic skills courses. Below you will find a web-resource as well as a list of measurable verbs to assist you in writing course objectives and assess learning outcomes.

Knowledge Level: The successful student will recognize or recall learned information.

list	record	underline
state	define	arrange
name	relate	describe
tell	recall	memorize
recall	repeat	recognize
label	select	reproduce

Comprehension Level: The successful student will restate or interpret information in their own words.

explain	describe	report
translate	express	summarize
identify	classify	discuss
restate	locate	compare
discuss	review	illustrate
tell	critique	estimate
reference	interpret	reiterate

Analysis Level: The successful student will examine the learned information critically.

analyze	inspect	test
distinguish	categorize	critique
differentiate	catalogue	diagnose
appraise	quantify	extrapolate
calculate	measure	theorize
experiment	relate	debate

Synthesis Level: The successful student will create new models using the learned information.

develop	revise	compose
plan	formulate	collect
build	propose	construct
create	establish	prepare
design	integrate	devise
organize	modify	manage

Evaluation Level: The successful student will assess or judge the value of learned information.

review	appraise	choose
justify	argue	conclude
assess	rate	compare
defend	score	evaluate
report on	select	interpret
investigate	measure	support