Trainer Competencies and Training Standards for Early Care and Education

Florida Steps to Success
Early Learning Career Pathways

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Welcome to the Trainer-Training Qualifications and Standards for Early Care and Education

Quality education and training are the foundation upon which best practices in early child care and education rest. Research shows that the years between birth and age 5 are a critical learning period for children, and the quality of an early child care program depends, in large part, on the education and training of its teachers.

This document, which is an outgrowth of the *Florida Core Competencies for Early Care and Education Practitioners,* ensures that professional development trainings address these competencies through quality instruction that focuses on the needs of the early child care and education workforce and the goals of programs.

The Florida Early Care and Education Trainer Competencies and Training Standards, as presented in this document, continues the effort to build a comprehensive and effective system of education and training for the early child care workforce. There are two components addressed in this document:

- The **Trainer Competencies** are behaviors that trainers need to demonstrate while delivering the knowledge and skills necessary to ensure workplace outcomes.

- The **Training Standards** are the elements that need to be incorporated into training design in order to create successful and respectful learning environments for participants.

These components support a trainer-training approval system that serves to ensure that early childhood practitioners are provided with high quality training experiences as they pursue their professional development goals.

About the Trainer Competencies and Standards for Early Care and Education

The Trainer Competencies are critical to the Early Child Care field.

The Florida Early Care and Education Trainer Competencies are the knowledge, skills, and attitudes that trainers need to possess in order to create successful learning environments for the early care and education workforce. The competencies contained in this document are under five content areas: Professionalism, Learning Environment, Presentation, Instruction, and Assessment. Each content area narrows its focus into trainer competencies that need to be demonstrated to ensure the delivery of a quality experience for training participants.

Specifically, the Trainer Competencies:

- Set the bar for quality for instructors and the trainings that they provide

- Advance the reliability and validity of outcomes driven training

- Ensure that trainees move along a pathway to proficiency, at successive levels

- Provide for a meaningful adult training experience that can be observed and measured

The Training Standards encourage the transfer of learning.

The Florida Early Care and Education Training Standards are the elements that need to be incorporated into training design in order to create successful learning environments for participants. These Standards correlate with the Trainer Competencies and, therefore, ensure that trainer behavior supports training design. As with Training Competencies, these Standards fall under the five content areas: **Professionalism, Learning Environment, Presentation, Instruction, and Assessment. And as with the Trainer Competencies, these content areas narrow into specific training standards that ensure quality training design for quality training delivery.**

The Training Competencies and Training Standards have multiple uses.

The Florida Early Care and Education Trainer Competencies and Training Standards document may be utilized by trainers, training organizations, quality assurance departments, and the Registry. Specifically, the document may be used by

- Designers to develop trainings that are well researched, well-organized, and professionally implemented. They ensure positive workplace outcomes.

- Training agencies to outline expectations of trainers and trainings

- Quality assurance departments to assess trainer competency and training design

- Registries for a basis of approval

About the Trainer Competencies and Standards for Early Care and Education

The Trainer Competencies and Training Standards are organized under five content areas.

The Trainer Competencies and Training Standards correspond across core areas so that trainers are able to successfully deliver the identified objectives of the trainings that will ultimately translate to outcomes in the workplace. The five areas are:

- Professionalism: Training and trainers reflect the professional values and ethics fundamental to those working in the early child care and education field. Professionalism reflects such universal values as respect, honesty, and integrity, and responds to the diversity of the group.

- Learning Environment: Trainings and trainers encourage environments that are conducive to teaching and encouraging of learning. Successful learning environments minimize conflict while encouraging constructive dialogue. They create a setting that calls for fairness and sensitivity, and that is physically and mentally comfortable.

- Presentation: Training and trainers support content that meets the needs, wants, and levels of participants, and that can be effectively transferred from the training to the workplace. This means the incorporation of varied teaching strategies and tools that enhance adult learning.

- Instruction: Training and trainers deliver relevant content for practical application. This includes an organized outcomes-driven training plan that sets realistic goals and objectives that relate to the Core Competencies for Practitioners, and the ability to check for understanding of knowledge and transferable skills.

- Assessment: Training and trainers ensure success of training through varied levels of assessment and feedback including needs assessments, on-going checks for understanding, participant comments, post-course evaluations, and implementation plans, as well as the use of this data to revise delivery and content.

The Registry Approval Process Supports Quality Assurance

The Florida Early Care and Education Trainer Competencies and Training Standards was compiled from research available through various state professional development systems and national training organizations. Its purpose is to ensure Florida's trainers and trainings are of quality and meet the needs of the early child care and education workforce and the goals of programs.

Quality Assurance of Training

The Training Standards are built on four guiding principles to training approval. Trainings that support these principles have been developed to ensure that the intent and quality are maintained by an Outcomes-Driven training design process, which is based on Grant Wiggins' Backward Design Theory. The four guiding principles are:

I. Training approval is a supportive process that ensure quality standards for training and provides assistance in meeting these standards.

II. The key to quality programs lies in effective, on-going professional development of the workforce.

III. The use of sound practices of adult learning encourages participants to seek and use knowledge.

IV. Training must maintain a strong commitment to recognize diversity among trainers, practitioners, children, families, and settings.

Quality Assurance of Trainer

The Training Competencies are in place to ensure the quality of instructors. As such, Registry-approved trainers must complete a series of Registry-approved train–the-trainer sessions that support their professional development. The requirements are based on trainer level. Train-the-trainer sessions include:

- E-Core: Florida Core Competencies Training

- Professional Development System Overview and Registry Orientation

- Principles of Adult Learning

- Outcomes Driven Training

Trainer Competencies and Training Standards

Content Areas	Trainer Competencies	Training Standards
Professionalism Trainings and trainers reflect the professional values and ethics fundamental to those working in the early child care and education field.	• Create/maintains a professional and ethical atmosphere • Show respect and consideration for individual and participant group needs • Demonstrate diversity awareness • Promote continuous, collaborative learning, including through communities of practice • Encourage participation in professional organizations • Promote advocacy for all children, families, and the profession • Serve as a professional consultant and shows appreciation for contributions to learning	• Apply a professional code of ethics where applicable • Offer content that reflects professional values including honesty, respect, integrity • Relate the importance of continual learning to inform practice • Incorporate inclusiveness • Aid in establishing professional growth plans • Offer awareness that state and local licensing regulations affect program management
Learning Environment Trainings and trainers encourage environments that are conducive to teaching and encouraging learning.	• Create a comfortable cross-cultural climate that encourages all to achieve and to understand the importance of the investment in training for personal and professional growth • Facilitate the setting of group agreement and recognizes the trainer's role in supporting the rules • Engage audience in constructive dialogue that supports new information and points of view • Manage unforeseen situations including conflict, the impact of sensitive materials, disturbances, embarrassments, and unanswerable questions • Show awareness of appropriate room arrangement • Demonstrate awareness of various virtual learning environments • Keep training focused and on schedule	• Develop materials that support an environment that is physically, socially, and psychologically conducive to learning, and one that supports communities of practice • Encourage interactions to transfer outside of the classroom environment to the virtual learning environment through group e-mail, chat rooms, list serves, etc.

Trainer Competencies and Training Standards

Content Areas	Trainer Competencies	Training Standards
Presentation Trainings and trainers support content that meets the needs, wants, and levels of participants, and that can be effectively transferred from the training to the workplace.	• Deliver training using criteria for effective speaking including appropriate vocal and communication skills, use of standard language in English and other languages as appropriate, effective word choice, appropriate body language, rapport-building activities, and self-management strategies to ease tension and manage time wisely • Deliver clear instructions • Use cooperative learning activities to facilitate constructive group processing. Stimulates thinking through verbal enhancers such as analogies, comparisons, and rhetorical questions. Promotes communities of practice. • Demonstrate proficiency in technology/multi-media appropriate to the training environment and uses it effectively to relate instruction to the competency being addressed, to assess learning and application, and to support retention and transfer • Display flexibility including receptiveness, ability to think on the spot, varied role playing (i.e., lecturer, facilitator, group processor) • Demonstrate ability to train on subject matter and to adjust delivery of training and training materials to classroom situation including types of learners, special needs, and pace according to depth of subject and participant level • Maintain positive trainer-participant and participant-participant interactions through encouraging individual and group participation using reflective listening and feedback and encouraging mutual respect • Utilize techniques that promote the transfer of learning in the classroom to application on the job • Discusse the difference between training problems (knowledge and skills deficiency) and non-training problems (systems barriers) • Organize materials for positive learning experience	• Organize training plan so that information is accurate, sequential, and systematic and is able to fall within an adequate delivery time frame • Design materials and aids specific to the enhancement of topic and the understanding of participants • Include varied informational strategies, methodologies and suggested presentation techniques and training aids • Support transfer of training to workplace outcomes based on developmentally appropriate practice and theories understood by participants, and support transfer of training to workplace outcomes (theory to practice) • Use technology/multi-media to relate instruction material to the competency being addressed • Use technology to enhance learning • Use logical and easy to follow format

Content Areas	Trainer Competencies	Training Standards
Instruction Trainings and trainers deliver relevant content for practical application	• Exhibit knowledge and advanced skills in content area and the competencies related to that area • Relate objectives to future learning • Share objectives and goals at beginning of training. Revisits them throughout, identifies realistic expectations, and gains consensus for desired outcomes • Encourage transfer of learning to workplace outcomes; encourages communities of practice • Seek on-going feedback, addresses misunderstandings, and facilitates storage and recall • Follow format of curriculum including using relevant reading and handouts to reinforce competencies addressed • Engage audience participation through active learning techniques and as a method in relating informational material to the competency being addressed • Demonstrate cultural competency • Provide closure from one content area to the next • Adapt training content to participants needs • Link content to prior learning • Encourage critical thinking • Provide evidence-based resources that encourage further inquiry into topics of interest • Addresse all learning styles	• Include all the structural elements of a training curriculum that meets the set objectives and outcomes, and provides for the acquisition of new knowledge and skills and the updating of already-acquired knowledge and skills • Designed with adult learning principles in mind • Consider Preview, Activate Prior Knowledge, Content, Exercise, and Summary (PACES) elements • Training content: - Reflect needs assessment data - Is research-based, relevant and current with clearly stated goals and objectives - Is outcome driven, allowing for competencies to transfer to meaningful change in the workplace - Reflect understanding of knowledge and skills of participants - Incorporate and connect to measurable and practical behavioral objectives based on Core Competencies - Reflect best practices - Is experiential - Connect current theory to practice - Incorporate diversity - Is delivered through a hands-on approach - Show flexibility and creativity in methods and procedures - Include material that is logical and sequential, and appropriately tiered - Incorporate teaching and transfer strategies to meet learning styles - Encourage different view points - Suggest post-training, on-the-job learning activities that promote continued skill development in the workplace, such as the development of an action plan, coaching, mentoring, study groups, and/or other application activities

Trainer Competencies and Training Standards

Content Areas	Trainer Competencies	Training Standards
Assessment Trainings and trainers ensure success of training through varied levels of assessment and feedback, including implementation plans.	• Assess needs of participants prior to training • Summarize and discusses understanding of objectives; checks for needs met • Check for understanding throughout delivery • Solicit feedback from participants • Understand methods of assessing training outcomes • Understand the implication of assessment on future training and follow-up • Use evaluation results to improve training delivery; provides feedback on student performance and understanding for implementation in the workplace	• Include indicators of mastery • Use proven methods to address learning needs • Use proven methods to assess the meeting of outcomes and transfer of learning to the workplace • Incorporate an assessment plan to include questions, measurement instruments, data collection, analysis, and results • Use needs assessment information in training design • Provide recommendations for follow-up and further training • Ensure assessments are in relation to the importance of material trained • Use participant feedback and evaluation data to revise curriculum

Trainer/Training Competencies
Professionalism

Trainings and trainers reflect the professional values and ethics fundamental to those working in the early care and education field.

TRAINER

- Creates/maintains a professional and ethical atmosphere
- Shows respect and consideration for individual and audience needs
- Demonstrates diversity awareness
- Promotes continuous, collaborative learning
- Encourages participation in professional organizations
- Promotes advocacy for all children, families, and the profession
- Serves as a professional consultant and shows appreciation for contributions to learning

TRAINING STANDARD

- Applies a professional code of ethics where applicable
- Offers content that reflects professional values including honesty, respect, integrity
- Relates the importance of continual learning to inform practice
- Incorporates inclusiveness
- Aids in establishing professional growth plans
- Offers awareness that state and local licensing regulations affect program management

"I believe in professionalism, but playing is not like a job. You have to be grateful to have the opportunity to play." —Wynton Marsalis

Trainer/Training Competencies
Learning Environment

Trainings and trainers support environments that are conducive to teaching and encouraging learning.

TRAINER

- Creates a comfortable cross-cultural climate that encourages all to achieve and to understand the importance of the investment in training for personal growth
- Facilitates the setting of group agreement and recognizes the trainer's role in supporting the rules
- Engages audience in constructive dialogue that supports new information and points of view
- Manages unforeseen situations including conflict, the impact of sensitive materials, disturbances, embarrassments, unanswerable questions
- Shows awareness of appropriate room arrangement
- Demonstrates awareness of various virtual learning environments
- Keeps training focused and on schedule

TRAINING STANDARD

- Develops materials that help to create an environment that is physically, socially, and psychologically conducive to learning
- Encourages interactions to transfer outside of the classroom environment to the virtual learning environment through group e-mail, chat rooms, list serves, etc.

Trainer/Training Competencies
Presentation

Trainings and trainers effectively deliver content that meets the needs, wants, and levels of participants, and that can be effectively transferred from the classroom to the workplace.

TRAINER

- Delivers training using criteria for effective speaking including appropriate vocal and communication skills, use of standard language in English and other languages as appropriate, effective word choice, appropriate body language, rapport-building activities, and self-management strategies to ease tension and manage time wisely
- Delivers clear instructions
- Uses cooperative learning activities to facilitate constructive group processing. Stimulates thinking through verbal enhancers such as analogies, comparisons, and rhetorical questions
- Demonstrates proficiency in technology/multi-media appropriate to the training environment and uses it effectively to relate instruction to the competency being addressed, to assess learning and application, and to support retention and transfer
- Displays flexibility including receptiveness, ability to think on the spot, varied role playing (i.e., lecturer, facilitator, group processor)
- Demonstrates ability to train on subject matter and to adjust delivery of training and training materials to classroom situation including types of learners, special needs, and pace according to depth of subject and participant level
- Maintains positive trainer-participant and participant-participant interactions through encouraging individual and group participation using reflective listening and feedback and encouraging mutual respect
- Utilizes techniques that promote the transfer of learning in the classroom to application on the job
- Discusses the difference between training problems (knowledge and skills deficiency) and non-training problems (systems barriers)
- Organizes materials for positive learning experience

TRAINING STANDARD

- Organizes training plan so that information is accurate, sequential, and systematic and is able to fall within an adequate delivery time frame
- Designs materials and aids specific to the enhancement of topic and the understanding of participants
- Includes varied informational strategies, methodologies and suggested presentation techniques and training aids
- Supports transfer of training to workplace outcomes based on developmentally appropriate practice and theories understood by participants (theory to practice)
- Uses technology/multi-media to relate instruction material to the competency being addressed
- Uses technology to enhance learning
- Uses logical and easy to follow format

Trainer/Training Competencies
Instruction

Training and trainers deliver relevant content for practical application.

TRAINER

- Exhibits knowledge and advanced skills in content area and the competencies related to that area
- Relates objectives to future learning
- Shares objectives and goals at beginning of training. Revisits throughout, identifies realistic expectations, and gains consensus for desired outcomes
- Encourages transfer of learning to workplace outcomes
- Seeks on-going feedback, addresses misunderstandings, and facilitates storage and recall
- Follows format of curriculum including using relevant reading and handouts to reinforce competencies addressed
- Engages audience participation through active learning techniques and as a method in relating informational material to the competency being addressed
- Demonstrates cultural competency
- Provides closure from one content area to the next
- Adapts training content to participants needs
- Links content to prior learning
- Encourages critical thinking
- Provides evidence-based resources that encourage further inquiry into topics of interest
- Addresses all learning styles

TRAINING STANDARD

- Training includes all the structural elements of a training curriculum that meets the set objectives and outcomes, and provides for the acquisition of new knowledge and skills and the updating of already-acquired knowledge and skills
- Training is designed with adult learning principles in mind
- Training considers Preview, Activate prior knowledge, Content, Exercise, and Summary (PACES) elements
- Training content:
  - Reflects needs assessment data
  - Is research-based, relevant and current with clearly stated goals and objectives
  - Is outcome driven, allowing for competencies to transfer to meaningful change in the workplace
  - Reflects understanding of knowledge and skills
  - Incorporates and connects to measurable and practical behavioral objectives based on Core Competencies

Training and trainers deliver relevant content for practical application.

TRAINING STANDARD

- Reflects best practices
- Is experiential
- Connects current theory to practice
- Incorporates diversity
- Is delivered through a hands-on approach
- Shows flexibility and creativity in methods and procedures
- Includes material that is logical and sequential, and appropriately leveled
- Incorporates teaching and transfer strategies to meet learning styles
- Encourages different view points
- Suggests post-training, on-the-job learning activities that promote continued skill development in the workplace, such as the development of an action plan, coaching, mentoring, study groups, and/or other application activities

Trainer/Training Competencies
Assessment

Training and trainers ensure success of training through varied levels of assessment and feedback

TRAINER

- Assesses needs of participants prior to training
- Summarizes and discusses understanding of objectives; checks for needs met
- Checks for understanding throughout delivery
- Solicits feedback from participants
- Understands methods of assessing training outcomes
- Understands the implication of assessing on future training and follow-up
- Uses evaluation results to improve training delivery

TRAINING STANDARD

- Includes indicators of mastery
- Uses proven methods to address learning needs
- Uses proven methods to assess the meeting of outcomes and transfer of learning to the classroom
- Incorporates an assessment plan to include questions, measurement instruments, data collection, analysis, and results
- Uses needs assessment information in training design
- Provides recommendations for follow-up and further training
- Ensures assessments are in relation to the importance of material trained
- Uses participant feedback and evaluation data to revise curriculum

"Action is the foundational key to all success." —*Pablo Picasso*

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