



PROFESSIONAL DEVELOPMENT REGISTRY COURSE OVERVIEW FORMAT AND INSTRUCTIONS

Please use this as your overview template. The following provides instructors with the format and instructions for preparing a Professional Development course to be submitted for approval.

Only sections with an asterisk* are required to be completed. Additional sections can be completed if needed.

<u>Title*</u>

<u>Course Type*</u>
PQAS Approved

<u>Course Level*</u>
Select the course level that best aligns with the course. Choose only one. This level will determine the Professional Standard Area objectives chosen.
<p>C1: Knowledge Acquisition: At this level course participants understand the content and can describe how it relates to daily practice. Courses should align to learning objectives/competencies indicated at the C1 level below.</p> <p>C2: Knowledge Application: At this level course participants are expected to not only understand content but also apply newly learned competencies within the allotted course time and implement within their daily practice once the course is completed. Courses should align to learning objectives/competencies indicated at the C2 level below.</p> <p>C3: Critically Examine/Evaluate At this level course participants are expected to reflect upon daily practice to assess what is working, to analyze what may need to be adapted for better outcomes, and to explore the reasons impacting the outcomes. Participants at this level become competent in evaluating policy and practice to make positive change (or continuous quality improvement (CQI)) within their settings. Courses should align to learning objectives/competencies indicated at the C3 level below.</p>



Description*

Add a descriptive overview of the course as a preview in the course catalog. (75-100 words) The course description focuses on content, is clear, easy-to-read, and presents information in a detailed organized way.

Course Owner Information*

Choose the option that best fits the course ownership of this course.

- Created by Myself**
- Created and Owned by My Organization**
- Published by Others**

Course Category*

Choose the primary age category this course addresses.

- Infant**
- Toddler**
- Preschool-PreK**
- School-Age**
- Business**

Classroom Hours*

Enter the hours of the course.

Hours: _____



Professional Standard Area*

Enter the number of hours for each Professional Standard Area that best represents the overall content area of the course. You may multi-select. Total Professional Standard Area hours must equal classroom hours.

PSA 1: Child Development and Learning in Context

PSA 2: Family–Teacher Partnerships and Community Connections

PSA 3: Child Observation, Documentation, and Assessment

PSA 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

PSA 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

PSA 6: Professionalism as an Early Childhood Educator

PSA 7: Health and Safety

K8: Program Organization and Administration



Professional Standard Area Learning Objectives*

Using the selected Professional Standard Area(s) above, copy and paste the corresponding learning objective(s) from the [Course Level and Learning Objectives/ Competency Alignment](#) document. The objectives chosen for a course must align with the chosen course level. Only enter one to two learning objectives per hour of course instruction.

For example, if the course is 3 hours, only 3-6 learning objectives will be selected in total.

If multiple objectives are chosen with different aligned course levels, choose the highest course level aligned. C1 competency level = only C1 level objectives; C2 competence level = Mostly C2 and only some C1 level objectives; C3 competency level = Mostly C3 and only some lower-level objectives.



CDA Content Area*

Enter the number of hours for each CDA Content Area that best represents the overall content area of the course. You may multi-select. Hours must equal the classroom hours.

Principles of Child Growth & Development

Social & Emotional Development

Productive Relationships with Families

Observing & Recording Behavior

Physical & Intellectual Development

Maintaining Professionalism

Safe, Healthy Learning Environment

Effective Program Operation

Prerequisites (if applicable)

List and prerequisites or advanced preparation required for participants of this training.



Diversity/Inclusion (strongly encouraged)

Briefly explain how cultural diversity and inclusion will be addressed within this training.

Example: If the training is on diaper changing, one way to address diversity would be to discuss how the diaper changing process can be more enjoyable for infant when the changer speaks and sings in English as well as the child's home language. One way to address inclusion would be to discuss how some older children with disabilities may still need to wear a diaper in the older preschool room, and how classroom staff need to have diapers available and a changing area set up to accommodate the child's needs.

Outline of Training Content, Training Methods, and Training Timeline

Does the content reflect and support the objectives? Briefly describe each section of the training, including the content, the methods to be used, and the estimated time to complete each section. The trainer may include the training outline that will be distributed to the participants. Training content must be consistent with sound theories and principles of child development, professional development competencies, quality standards, best practices, and licensing regulations. The trainer must connect the content to practical application. The content outline should include content that supports each objective and competency goal indicated.



Training Activity

Describe what participants will be doing in the course. The instructor may submit an example of a specific training activity. Include details of what the participants will do during the activity, how the activity addresses a training objective, and how this activity is assessed to determine success in meeting the objective.

Assessment of Learning Objectives

How will you evaluate what participants have gained from your session? Please provide an example that relates to your learning objectives. Examples include Pre/post-test, asking questions, debriefing, culminating projects and opportunities for participants to follow up with fellow participants of the training.



Training Materials List

Provide a list of materials (flip chart, video, books, etc.) needed for the training.

Major Resources Used To Develop The Training*

List the resources that reflect current knowledge and support evidence-based practice, including diversity and inclusion. Provide titles, authors, and sources.



Participant Handouts

List any handouts for participants.



<u>Target Audience</u>
Select the Target Audience
Administrators
Directors
Center Staff
Family/Group
Head Start/Early Head Start
Early Intervention
Parent Educators
Home Visitors
Early Child Mental Health
Pre-K Counts
Coaches
Trainers

<u>Ages Addressed</u>
Select the Ages Addressed.
Infants
Toddlers
Preschool
Pre-Kindergarten
Kindergarten
School-Age
Adult