

Kentucky Standards of Training for Early Childhood Professionals¹

In order to provide training in early childhood care and education in Kentucky that is of high quality, standards in planning sessions and programs of study should be followed. Early childhood care and education professionals seek and receive training in a variety of formats including workshops, programs of study resulting in a credential, and college and university offerings. The trainer is expected to deliver training that promotes professionalism, demonstrates knowledge of content, designs/plans instruction, creates/maintains learning climate, implements/manages instruction, assesses/communicates learning, and collaborates with colleagues/parents/others.

Standard I: Promotes Professionalism

Promotes professionalism in the early childhood field by:

- Applying knowledge, skills and processes acquired through professional development to their instruction techniques.
- Aiding the child care provider to establish priorities for their professional growth through a joint analysis of the participants performance
- Encouraging participation in professional organizations and activities

Standard II: Demonstrates Knowledge of Content

Demonstrates knowledge of core content areas in Early Childhood Care and Education by:

- Relating their knowledge in their area of discipline to the adult learner's ability levels
- Integrating content knowledge to real world applications and current issues

Standard III: Designs/Plans Instruction

Understands and develops sequential training plans by:

- Providing instruction that enables providers to apply knowledge and skills that encourage positive changes in the work environment
- Creating learning experiences that actively involve the learner with hands-on activities; solely watching videos without follow-up activities does not constitute best practices for delivering quality instruction

Standard IV: Creates/Maintains Learning Climate

Demonstrates ability to plan and develop appropriate training outline by:

- Showing flexibility and creativity in development of training methods and procedures
- Using and organizing multimedia resources
- Organizing materials in a logical and sequential manner

¹ Developed by the Early Childhood Professional Development Training Workgroup. Adopted by the Early Childhood Professional Development Council and the Early Childhood Authority, September 2001.

Standard V: Implements/Manages Instruction

Demonstrates ability to provide a variety of appropriate learning opportunities for adult learners by:

- Considering various learning styles, cultural differences and barriers to learning
- Using and developing multiple/learning teaching strategies that are appropriate to participants learning levels

Standard VI: Assess and Communicates Learning

Evaluates training effectiveness through feedback received by:

- Assessing knowledge gained, attitude change and/or skills obtained through appropriate methods (Examples: Pre and post-tests, end of session evaluations, hands-on activities, etc.)
- Making appropriate changes to instruction based upon feedback and assessment results

Standard VII: Collaborates with Colleagues/Parents/ Others

Analyzes training needs of the community by:

- Inviting colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects
- Utilizing collaboration to create situations that enhance participants' learning
- Recognizing differing viewpoints

Reference

Adult Learning Principles, Facilitating Groups, Cooperative Learning, Training that Really Makes Them Think, Barbara Wolfe, University of St. Thomas

Kentucky Experienced Teacher Standards Professional Standards Board, 1194, Revised, 1999

Kentucky Institute of Early Childhood Professional Development (KIECPD), Core Content Framework

Kentucky Institute of Early Childhood Professional Development (KIECPD), Professional Development Position Paper

Reforming personnel preparation in early intervention: Issues, models, and practical strategies, P.J. Winton, J.A. McCollum & Catlett (1997).