Colorado Core Competencies for Trainers

Overview

Background
These competencies are designed to complement the Colorado's Competencies for Early Childhood Educators and Administrators. They focus on the additional competencies that trainers need to design and deliver effective trainings. These competencies are intended for use by early childhood professionals who have met other requirements related to the Colorado Competencies for Early Childhood Educators and Administrators, and who are seeking a Colorado Early Childhood Trainer Credential.

Organization
Competencies are organized by domains, categories and levels. Domains provide the core area being addressed, categories identify areas within the domain, and levels provide the specific competency details. Each level builds upon the one before. To meet a level II competency you would need to meet all of level I and level II. For Level III you would need to meet all three levels, etc.

Core Competency Domains
- Professionalism
- Training Facilitation Skills
- Content Knowledge
- Training Design
- Assessment and Evaluation

A. Professionalism (P)

Rationale: A code of ethics is one of the criteria that set professionals apart from other workers (Katz and Ward, 1991). Trainers may have to make difficult decisions that have moral and ethical implications during their work with early childhood professionals. Trainers need ongoing professional development themselves in order to deliver high quality trainings based on the most current trends, best practices and research.

Competencies	Level I	Level II	Level III
Ethics & Codes of Conduct	P. 1.1. Working knowledge of the NAEYC Code of Ethical Conduct and Statement of Commitment, and the Supplement for Early Childhood Adult Educators. Understands how they apply to the six areas of professional relationships (Adult Learners; Practicum Sites; Institutions of Higher Learner and Agencies Providing Training, Colleagues; Children and Families; Community; Society and the Field of Early Childhood)	P. 1.2. Use the NAEYC Code of Ethical Conduct and Statement of Commitment, and the Supplement for Early Childhood Adult Educators to guide decision making, particularly when values are in conflict with each other.	N/A
Professional Conduct	P. 2.1. Maintains professionalism by being on time, organized, and prepared. Maintains confidentiality.	P. 2.2. Maintains professional boundaries and confidentiality while at the same time being responsive to participants' questions and needs.	P.PN. 2.3. Remains focused on the participants' needs when disagreements or conflicts surface.
Individual Trainer Professional Development	P 3.1. Working knowledge of the Early Childhood Professional Development System. Maintains, at minimum, a Basic Trainer Credential, and has a current professional development plan.	P 3.2. Participates in the Colorado Early Childhood Professional Development System including webinars, training offerings, and other professional development opportunities.	P 3.3. Provides leadership and advocacy for early childhood professional development. This includes but is not limited to: encouraging others to participate in the system, and contributing to efforts to continuously improve the system.
Professional Trainer Mentoring	P 4.1. Participates in mentoring or coaching activities related to personal growth as a trainer.	P 4.2. Contributes to identifying the mentoring and coaching needs of new trainers. This may include but is not limited to: participating in surveys, giving feedback and evaluating mentoring experiences.	P 4.3. Participates as a mentor or coach for those new to the role as a trainer and as part of the professional development system in Colorado.

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Cultural Responsiveness	P 5.1. Provides respectful and responsive interactions with participants who bring diverse experiences. Aware of how culture (shared norms, beliefs, and behavioral expectations) influence the work of an early childhood trainer.	P 5.2. Able to assist others with value exploration and perspective taking. Adapts training to meet diverse needs of participants.	P 5.3. Includes professional development on the topic of cultural inclusion in personal professional development plan.
Cultural Awareness	P 6.1. Recognizes own culture and how it influences work as a trainer in early childhood.	P 6.2. Actively engages in self-reflection on own work as a trainer. This is part of preparing for training, in the midst of training and after training.	N/A

B. Training Facilitation Skills (TFS)

Rationale: Trainers need to have the ability to:

- Focus on what participants are communicating and understanding their contributions to the training environment in the context of their values, beliefs, goals, and culture,
- Ask questions that provide information and stimulate critical thinking in support of the learning objectives and goals of the training.
- Communicate effectively while facilitating training, and use strength-based language that has the greatest positive impact on the participants.
- Create a safe, supportive environment that produces ongoing mutual respect and trust.
- Be present in the moment to create a relationship with the participants, employing a style that is open, flexible and confident.

Competencies	Level I	Level II	Level III
Adult Learners	TFS 1.1. Understands adult learning principles and learning styles. Uses a variety of facilitation strategies designed with adult learning principles and learning styles in mind.	TFS 1.2. Familiar with adult learning theories and applies them when facilitating trainings for adult learners. .	TFS 1.3. Has degree or additional training recognized by the Colorado Early Childhood Professional Development system on working with adult learners.
Establishing Trust	TFS 2.1. Shows genuine concern for the participants' welfare and future. Maintains confidentiality at all times.	TFS 2.3. Continuously demonstrates personal integrity, honesty and sincerity.	TFS 2.3. Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure. Asks permission to explore topics in sensitive areas, new areas and when using participant provided examples. When using other examples, ensures the examples used are effective for use with the participant groups at the training and maintain confidentiality.
Presence	TFS 3.1. Recognizes participants' individual strengths, learning style, goals, and cultural context. For example:	TFS 3.2. Demonstrates respect for and interest in the participants' individual strengths, learning styles, goals, and cultural context.	TFS 3.3. Models openness to learning and taking risks. (i.e., using feedback from participants to alter or strengthen a point; able to

	• Uses language that is inclusive of all regardless of race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, pregnancy status, veteran status, or ability. • Avoids jargon and ensures technical terms are presented in a manner that promotes understanding. • Uses teaching tools that support a variety of learning styles (e.g. metaphor, concrete examples, charts and other visuals, etc.) • Uses culturally relevant examples, activities, and language.		become a learner as well as a facilitator; shares experiences of lifelong learning to support participants).
Perspectives	TFS 4.1. Helps the participants to identify what they want to gain from the training and what they already know about the training topic. .	TFS 4.2. Introduces insights and broader perspectives during the training that support participants' understanding of factors that affect them and their learning.	TFS 4.2. Identifies the thinking behind participants' concerns and works together with participants to identify alternate viewpoints to expand perspectives.
Expectations & Needs	TFS 5.1. Establishes and maintains clear agreements about training environment along with expectations for participant and trainer interactions.	TFS 5.2. Demonstrates appreciation for the participants' perspectives, even when it is different from their own.	TFS 5.3. Meets the needs of participants by being attentive, recognizing perspectives, and adapting training approaches.
Risk Taking	TFS 6.1. Celebrates participant successes and capabilities.	TFS 6.2. Creates a supportive environment where participants can try new behaviors and actions.	TFS 6.3. Focuses on learning opportunities to meet participants where they are, support taking risks, and trying new things.
Active Listening	TFS 7.1. Encourages, explores, and accepts without judgment the	TFS 7.2. Summarizes, paraphrases, reflects and restates what the	TFS 7.3. In addition to attending to individual communications, pays

	individual participants' verbal and non-verbal expression of feelings, perceptions, concerns, beliefs, suggestions, etc.	participants share during trainings to facilitate clarity and understanding.	attention to the group dynamics (how individual participants' verbal and non-verbal expression of feelings, perceptions, concerns, beliefs, suggestions etc. influence others in the group setting). Uses word choice, tone, and body language to understand what is happening in the group and check understanding.
Discussions	TFS 8.1. Invites participants to share examples/personal stories, where appropriate. Maintains confidentiality when examples and stories are shared.	TFS 8.2. Integrates and expands upon the participants' comments and perspectives as part of the training and learning experiences.	TFS 8.3. Uses active listening strategies to facilitate discussions when participants' experiences and prior knowledge are in conflict with course content and stated learning objectives.
Powerful Questioning	TFS 9.1. Asks open ended questions to elicit the participants' perspectives.	TFS 9.2. Asks questions that create greater clarity, and understanding of what is being communicated and what it might mean.	TFS 9.3. Asks questions that facilitate vision and support critical thinking skills.
Direct Communication	TFS 10.1. Is clear, articulate, and direct in communicating content, learning objectives, providing feedback, and making recommendations.	TFS 10.2. Uses re-framing to help identify different perspectives on want or concerns, and to understand what is being said.	TFS 10.3. Is respectful, clear, articulate, and direct when clarifying content and learning objectives when misunderstandings occur.
Exploring ideas	TFS 11.1. Engages the participants to explore alternative ideas and solutions, to evaluate options, and to make related decisions.	TFS 11.2. Assists the participants to focus on and systematically explore specific concerns, and opportunities that are central to meeting the training objectives.	TFS 11.3. Helps the participants to act strategically to take advantage of activities, partnerships, and/or environmental conditions that contribute to achieving their goals.
Group Dynamics	TFS 12.1. Uses appropriate techniques to manage group dynamics and ensure participants are engaged. This may	TFS 12.2. Uses knowledge of the participants and topic to adapt activities to meet the group needs,	TFS 12.3. Uses facilitation skills when conflict occurs in groups. This may include:

	include the use of: • Small groups • Pair Shares • Walk Abouts • Brainstorming activities • Ice breakers and team building activities.	honor the expertise that participants bring to the training and effectively meet the learning objectives.	• Mediation of discussions • Individual conversations with participants • Effective application and use of group norms and training expectations.
Learning Community	TFS 13.1. Supports participants in creating positive relationships with each other.	TFS 13.1 Offers participants opportunities to share their experiences and knowledge with others during the training activities and interactions.	TFS 13.1 Facilitates and / or refers participants to opportunities for learning together outside of the training as part of supporting participants' ongoing participation in the early childhood professional development system.

C. Content Knowledge (CK)

Rationale: Ability to integrate and accurately evaluate multiple sources of information. Has the ability to convey information in a way that supports participant learning experiences and applies to professional work.

Competencies	Level I	Level II	Level III
Topic Knowledge	CK 1.1. Has basic knowledge and practical experience in the topic area of training.	CK 1.2. Stays current on research, best practices, and trends related to the topic.	CK 1.3. Extensive knowledge of current trends, research and best practices in topic area. This may include additional education, training certifications, and professional experiences.
Early Childhood Settings	CK 2.1 Knowledge of the various types of care settings and variations in care experiences. Is able to discuss similarities and differences without bias. Has knowledge of the varying types of experiences, education and abilities that early childhood professionals may have.	CK 2.2 Uses comprehensive, meaningful, information that is relevant to participants' experiences, education, and abilities.	N/A
Content Scope	CK 3.1. Recognizes own areas of expertise, limits, and competence in early childhood field. Possesses knowledge of theory, practice and trends related to the training topic. Focuses on topics of own expertise and refers participants when questions or needs arise on topics that are beyond trainer's own content knowledge.	CK 3.2. Uses professional resources, self-reflection, and participant feedback to improve training content.	CK 3.3. Expands content knowledge by staying current on research, and trends related to the topic area by: • Doing research • Participating in professional events on the topic (attending or presenting)

D. Training Design (TD)

Rationale: Effective training design is the foundation for successful trainings. The process of creating effective trainings is a process that includes knowing your audience, effective learning objectives, learning activities, assessment, evaluation, and revision based on evaluation results.

Competencies	Level I	Level II	Level III
Plans	TD 1.1. Includes: needs addressed, goal(s) for the training, learning objectives, content, and activities. Clearly defines how training completion is determined..	TD 1.2. Includes assessment methods that include evaluation of training delivery and training outcomes.	TD 1.3. Uses assessment results to inform revisions of training plans. Collects data over time on effectiveness of training (i.e. 6 month post-surveys on practice change).
Expectations	TD 2.1. Effectively communicates expectations for participants and trainers when providing training. These may include; time commitment, logistics, expected outcomes and measures of success, reporting requirements, resources available, confidentiality, roles of other parties, (e.g. funders, project coordinators, evaluator) etc. Conditions for issuing of training certificates.	N/A	N/A
Colorado Early Childhood Competencies & Training Design	TD 3.1. Identifies Colorado Early Childhood Competencies that align to the training.	TD 3.2. Clearly describes how the training supports achieving Colorado Early Childhood Competencies.	TD 3.3. Is able to tie evaluation/assessment data to Colorado Early Childhood Competencies.
Colorado Early Childhood Requirements (relevant requirements to the training being provided)	TD 4.1. Knows where to refer participants when question arise about Colorado early childhood requirements including child care licensing, QRIS, and credentialing.	TD 4.2. Identifies how training meets or aligns to appropriate or relevant early childhood requirements including child care licensing, QRIS, and credentialing.	TD 4.3. Uses content knowledge to align with early childhood requirements as applicable.
Learning Objectives*	TD 5.1. Outline what the participants will know and/or be able to do upon completion of the training.	TD 5.2. Identifies how learning objectives are measured and how success is determined using the measurements.	TD 5.3. Measures learning objectives and uses the results to inform continuous improvement of training design.
Activities*	TD 6.1. Provides a variety of activities	TD 6.2. Uses effective transition	TD 6.3. Individualizes instructional

	that create learning experiences to achieve learning objectives. Activities provide participants with opportunities to strengthen current skills, gain new knowledge, practice new skills, make discoveries and begin applying the training content to their work.	strategies within training. Clearly links activities to content, learning objectives and competencies.	methods for participants prior to and during trainings as needed.
Individualization	TD 7.1. Activities are culturally relevant (examples, activities, language) and designed with adult learning principles and learning styles in mind.	TD 7.2. Activity choices are offered that further individualize for the learning needs and learning styles of the participants.	N/A
Use of Media	TD 8.1. Basic knowledge of media and how it can be used to effectively support learning objectives.	TD 8.2. Uses best practices for media during trainings including: • PPT design • Use of videos • Audio • Flip Charts • Sound systems and use of microphones • Online technology, mobile apps, and tools	N/A
Environment	TD 9.1. Creates a training environment that is safe and responsive to adult learning principles, and learning styles of individual participants.	TD 9.2. Modify environment to help facilitate meeting individual participant needs prior to and during training delivery.	N/A
Application of Learning	TD 10.1. Understands the basic concepts of transfer of learning and application of learning by participants. Recognizes potential challenges participants may experience when implementing new strategies and concepts.	TD 10.2. Uses additional resources and opportunities beyond training to support participants to apply/implement what they learn. Addresses potential challenges participants may experience when applying/ implementing what was learned.	TD 10.3. Uses a comprehensive professional development approach. This includes both the initial training experience and organized follow up experiences designed to support participants in implementing what they learned.
Reflective Practice	TD 11.1. Understands what reflective practice is and how it supports participants in applying what they learn.	TD 11.2. Integrates opportunities for reflective practice into training design.	TD 11.3. Training design includes reflective training experiences and follow-up activities that support use of

			reflective practice. These opportunities may include: coaching, mentoring, reflective practice sessions, and additional training opportunities.

*Trainers may train content that is not designed by them, when this occurs it is important that trainers be able to evaluate the curriculum for best practices, and use best practices in their delivery of the curriculum provided.

E. Assessment /Evaluation (AE)

Rationale: Training success can be assessed on two levels: Assessment of individual participant progress in meeting learning objectives and assessment of the quality of the training design and delivery. It is critical to evaluate the quality of the process (training design and delivery) and the individual progress towards meeting learning objectives to know if training is successful and identify what needs to be changed to further strengthen the effectiveness of training.

Competencies	Level I	Level II	Level III
Assessing Training Design and Delivery	AE 1.1. Utilizes training evaluation methods with participants to provide input on training activities, content, effectiveness in meeting learning objectives and training facilitation. Utilizes results to strengthen the training design and delivery.	AE 1.2. Utilizes both formative and summative training evaluation methods with participants to provide input on training activities, content, and effectiveness in meeting learning objectives and training facilitation. Utilizes results to strengthen the training design and delivery.	AE 1.3. Collects data over time on effectiveness of training (i.e. 6 month post-surveys on practice change) Utilizes results to strengthen the training design and delivery.
Self-Assessment	AE 2.1. Uses self- reflection, informal feedback and formal feedback to support participants' self-assessment of their own learning based on identified learning objectives.	AE 2.2. Integrates opportunities for participants to assess their own learning before, during and at the end of the training.	AE 2.3. Supports participants to use their self-assessments to identify next steps for their own professional development as part of their professional development plans.
Assessment of participant achievement of learning objectives.	AE 3.1. Uses observation and feedback during training activities to monitor if learning objectives are being achieved.	AE 3.2. Uses the observations and feedback to make adjustments during the training to support individual participants' learning.	AE 3.3. Uses formal learning objective evaluation measures identified in the training plan to assess if participants have achieved the stated learning objectives. Uses evaluation results to inform the issuance of training certificates, and future revisions to training design.

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