



**COLORADO
SHINES**
START EARLY
START STRONG
QUALITY EARLY LEARNING

TIPS ON TRAINING DESIGN:

Please consider taking the Adult Learners and Training Design courses in the Colorado Shines PDIS.

ALIGNING TO COMPETENCIES

Competency Organization Structure

Domain areas are broad topics within the competency set. The eight domain areas are: (1) Child Growth, Development, and Learning (2) Child Observation and Assessment (3) Family and Community Partnerships (4) Guidance (5) Health, Safety, and Nutrition (6) Professional Development and Leadership (7) Program Planning and Development (8) Teaching Practice

Categories describe knowledge and skill areas within the topics of the domain.

Competency groups are the competencies across four levels. Each group has one competency per level, four competencies per group.

Individual competencies identify what professionals need to be able to do.

Competency Levels

Level 1: Demonstrates basic skills and knowledge to support quality early childhood care and education.

Level 2: Applies skills and knowledge to implement effective early childhood environments and experience for young children.

Level 3: Designs, plans, and analyzes policies, procedures, and practices that are optimal for young children.

Level 4: Advances the field of early childhood education through advocacy, leadership, teaching, coaching, and mentoring.



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Strategies to Identify the Competencies that Align to Learning Objectives

- Identify the topic of your learning objective and use it to choose the domain and categories to search. You can also use the “Ctrl F” (find) function to search for the topic in the competency document. Consider searching for words that can be used somewhat interchangeably with your topic such as physical, gross motor, or movement.
- Use the behavior or action word of the learning objective to help narrow down which level to consider. Keep in mind that words such as know and understand are not measurable. See the active verb chart in the Learning Objective Tips section below.
- Level 1 focuses on basic knowledge and skills.
- Level 2 focuses on applying and implementing knowledge and skills.
- Level 3 focuses on designing, planning and analyzing policy, procedures and practices.
- Level 4 focuses on advancing the field through advocacy, leadership, coaching, and mentoring.
- Review the rationale for the domain to help ensure that the learning objective addresses the topic area of the domain.

LEARNING OBJECTIVES

ABCD's of Learning Objectives:

Audience: First, who is your audience? In most instances, it’s probably fine to say the participants, but in some cases, your training audience will be different based on who it’s targeted to.

Behavior: What will you be able to observe the participants doing to indicate they have met the objective. Examples of this are preparing lesson plans, defining a term, identifying strategies. It’s not the activity you’ll use to teach them the content, such as watch a video or read an article. Please see the active verb examples below. Use the verbs listed below the general categories on the top line or other verbs that may be observed and measured.

Condition: What do the participants need to perform the behavior? This may be a handout, chart, video, or another content-related resource provided in the training.

Degree: The criteria or level at which a participant needs to perform the behavior to be successful. Think measurable.

Example

Participants will use the active listening handout to identify three strategies they can use to improve their parent teacher conferences.

Audience: Participants

Behavior: Identify

Condition: Active listening handout

Degree: Three strategies

Active Verb Examples

| Remember | Understand | Implement | Analyze | Monitor | Plan |
|----------|------------|-----------|-------------|----------|-----------|
| Describe | Compare | Apply | Analyze | Rank | Create |
| Identify | Estimate | Organize | Compare | Assess | Generate |
| Label | Explain | Solve | Select | Check | Compose |
| List | Paraphrase | Modify | Contrast | Evaluate | Develop |
| Name | Predict | Prepare | Deconstruct | | Construct |
| Match | Define | Show | Outline | | Design |
| Locate | | Choose | Sequence | | Compile |

Activities

Activities are the things participants will be doing during the training to achieve the learning objectives. Keep in mind that 30% of activity time should be interactive. Activities may include walk and talks, small group work, large group work, brainstorming, pair shares, charting, utilizing props, presentations, readings, discussions, demonstrations, task exercises, panel discussions, reflection, content delivery (lecture, video, reading) and sharing stories, scenarios, or experiences.

Evaluation/Learning Checks

Evaluation is what you do as a trainer to know that participants have achieved the learning objectives. Keep in mind, this is not a course assessment consisting of student feedback such as what the students thought about the course, the instructional methods, etc., but a trainer's check of whether or not learners gained the skills and knowledge of the indicated competencies.

- **Formative** evaluation occurs during the training and helps you consider if you need to change or add an activity so participants achieve the learning objective. Formative strategies include knowledge checks, group polls, and observing group activities.
- **Summative** evaluation generally occurs at the end of the training and may include participants creating an action plan on how they will implement their learning into their work, pre- and post-assessment of knowledge, and participant presentations that may include charting, lists, etc.
- **Demonstrated skills** can be used with formative and summative evaluation and includes demonstrating a skill such as effectively changing a diaper or using reflective words in a role-playing scenario.

Learning Transfer

For training to be effective, the participants must incorporate and utilize what they've learned into their daily work with children and their families. Consider how you, as the trainer, will support participants to use the knowledge and skills gained during the training. Supporting learning transfer can take many forms.

- Participants may write a lesson plan that incorporates their newly gained skills.
- Participants create an action plan of three or more ways they'll use their new knowledge.
- Participants create something during training that can be utilized in the classroom such as a poster or pieces to an activity.
- Send a follow-up email to participants that includes tips on using the training in the classroom. You may want to start a dialogue with participants asking them to indicate how they've been using the training in their daily work.
- Offer on-site observation to assist with implementation.

Course Assessment

As a trainer you'll want to know participant reaction to your course and reflect on what may be improved. Using a survey, response scale, open-ended questions, etc. at the end of a course will assist you in understanding if the course content is relevant to the needs of the participants and if the activities are effective. Course assessments should be learner-centered.