

Training Approval Request Form Instructions Tips for Trainers

1. The **Training Title** should be brief and be an accurate reflection of the training. After reading the title, participants should have a good idea about what topic will be covered in the training. It is helpful to use words that are selected from the Minnesota Core Competencies documents that relate to the training content.
2. The **course description** should be 30-50 words and describe the major objectives of the training. For example:
This training provides opportunities to learn about the value of play in learning and the importance of respecting individual differences in how children learn through play.
3. There is a **minimum requirement of 2 hours** for all training submitted for approval, except in cases where the training relates to licensure requirements or conference workshop presentations are of shorter duration.
4. Please refer to the **Minnesota Core Competencies** documents for either early childhood or school-age care (http://mncpd.org/core_competencies.html). Read the list of the eight core content areas, their definitions, and their corresponding indicators. The eight content areas represent the competencies practitioners should achieve through their training, education, and experience.

Select the **Minnesota Core Competency Content Area** and the corresponding **Child Development Associate (CDA) Content Area**. Selecting the core competencies and indicators will help focus the content and information to be delivered in the training session. There should be a **direct relationship** between the number of **hours of the training** and the **number of competencies** addressed as well as the number of objectives described. For example:

- a. A **two-hour training** might address the value of play in learning.
 - b. The **objective** would be: *The participant will be able to describe the value of play in learning and be able to create a plan for supporting individual differences in learning through play.*
 - c. The **Core Competencies** covered: *Area I: Child Growth and Development, Level 1 a, b, c, d, e.*
5. Select a “Level” for your non-credit training. **Level 1** training is considered a beginning level for practitioners who are new to the field. **Level 2** training is considered an intermediate level for practitioners who have been in the field for a few years. Level 3, 4, and 5 are reserved for college credit courses. MNCPD understands that you may submit a topic that is listed under Level 3, 4, or 5 in the Core Competencies documents, but you still need to select either Level 1 or Level 2 for non-credit training regardless if the topic is under another level in the core competencies documents.
 6. The **needs assessment** should describe why the training is needed and how that need was determined. Where was the information about need gained? The description of need for the training should clearly align to the objectives for the course and the competencies gained.

7. Describe the **purpose** for the training. What does this training offer to participants and the children and families they serve? What will the participants learn by taking this training?
8. List any **prerequisite** course or experience the participant should have before taking the training. Do the participants need any particular preparation for the training?
9. The **learning objectives** should clearly align with the course description, the needs assessment, and the Core Competencies. The objectives answer the question, “What will the participant learn, and be able to do after taking this training?” For example:

The participant will be able to describe the value of play in learning and be able to create a plan for supporting individual differences in learning through play.

Two hours of training might only address one or perhaps two objectives. You should be able to assess if the objectives have been met.

10. **Outline of Training** should briefly describe content and activities of each two or three hour training session. The outline of training should identify the objectives and the core competencies addressed in that session and how the training meets the objectives. Please submit the training outline that is distributed to the participants. The outline should include the training content, training methods, and training timeline. For example, a four-hour training on play with 2 sessions may have an outline similar to the one below.

Session I

Training Content	Training Methods	Training Timeline
Introductions	Ice Breaker Bingo Game	5 minutes
Characteristics of play	Brainstorming/Chart Paper	10 minutes
Value of Play Types of Play Pretend Play <ul style="list-style-type: none"> • Make believe • Pretend with objects • Pretend with art • Dramatic play • Sociodramatic play • Theme-related play • Story re-enactment • Theater Construction Play <ul style="list-style-type: none"> • Blocks • Carpentry Tools and Supplies • Art Materials, paper, recycling • Open-ended materials • Natural materials 	Power Point Lecture	20 minutes
Strategies for individualizing play	Large Group Discussion	10 minutes
Planning for individualized play <ul style="list-style-type: none"> • Maturity • Family life experiences • Cultural differences 	Power Point Lecture	10 minutes

<ul style="list-style-type: none"> • Practice or skill differences • Classroom context • Play style • Quality of play 		
Creating lesson plans for individual children	Case Studies Lesson Planning Forms	30 minutes
Sharing lesson plans	Large Group Sharing	20 minutes
Reflect on learning	Large Group Discussion Chart Paper	10 minutes
Training evaluation	PLAT forms	5 minutes

Session II (A new outline must be written for each training session).

Training Content	Training Methods	Training Timeline

11. **Training Activity example:** Submit an example of a specific training activity. Include details of what the participant is doing during the activity, how the activity addresses a training objective, and how this activity is assessed to determine success in meeting the objective.

12. **Assessment of learning:** How will you determine if the participant has met the training objectives?

This assessment should have some formal record of how each participant has met the objectives for the training.

Example: *At the beginning of the training, the participants will write a very brief description of their understanding of the value of play in learning or each participant could orally describe that understanding and you will record it. At the end of the training, the participants will respond to the same questions about their understanding and support for play as an avenue for learning. The response would indicate if the objective has been met.*

Please provide an example of how learning is assessed in your training. Training that is longer than two hours would require a more detailed assessment of learning. You may want to provide a homework assignment if there are multiple sessions for the training.

The PLAT is an available option that is used by the CCR&R system and is available to others by request. There are two questions on the PLAT that assess the participant’s learning, but if the training is more than 2 hours, an additional form of assessment must be used.

13. **Training Evaluation:** Many trainers currently use the PLAT to assess participants’ opinions of how well the training met their needs. If you use another form of assessment of training, please include a copy of the assessment with your training approval application.

14. **Major resources**

MNCPD expects training to be based on research, best practices, and current information. Please list the major resources used to prepare the content that will be used as the basis for the training. Provide the titles, authors, dates of publication, and the URL web address if it is an Internet resource.

Example:

- Koralek, D. G. (2004). *Spotlight on young children and play*. Washington D.C.: National Association for the Education of Young Children.
- Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education*. Columbus, OH: Pearson Education.
- Marbry, M., & Fucigna, C. (2009, March-April). Looking into children's play communities. *Exchange: The Early Childhood Leaders' Magazine*, 186, 49-52.
- Rogers, C. S., & Sawyers, J. K. (1988). *Play in the lives of children*. Washington D.C.: National Association for the Education of Young Children.
- Sheridan, M. D., Harding, J., & Meldon-Smith, L. (2002). *Play in early childhood: From birth to six years*. London: Routledge.
- Wardle, F. (2007). *Play as curriculum*. Retrieved from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=127.