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Trainer and Training Approval Process Guide

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TRAINER AND TRAINING APPROVAL SYSTEM

The Minnesota Center for Professional Development (MNCPD) designed a statewide trainer and training approval system to support early childhood and school-age practitioners. The trainer and training approval system was developed based on input received statewide from numerous sources including professionals involved in the training of early childhood and school-age care practitioners. The goal of the trainer and training approval system is to improve the quality of training received by early childhood and school-age practitioners. Trainers can use this Trainer and Training Approval Process Guide to learn how to become an approved trainer and how to submit training for approval to the Minnesota Center for Professional Development.

Trainer Approval

Trainers serve a vital role in the field of early childhood and school-age care. They provide training, mentoring, coaching, consultation and technical assistance to practitioners at every level including: direct service workers, aides, assistant teachers, teachers, school-age and family child care providers; directors and administrators; parents and families; community members; and trainers and educators.

Quality training relies on trainers who have background content knowledge and training skills. Quality trainers apply knowledge to practice, effectively communicate knowledge and skills, facilitate adult learning, and are committed to strengthening children, families and communities.

Trainers must have experience and training in early childhood education or related field and/or be qualified in their area(s) of expertise. In addition, they need to know adult learning theory, have course design skills, have well-developed communication, collaboration and presentation skills. Trainers must be trained in diversity and be culturally competent. They need to have clear learning outcomes and valid ways to evaluate them and be open to feedback on the content and delivery of their training. The trainer and training approval system was developed to help trainers achieve these goals.

Training Approval

Training approval requires consistent standards for training events and programs. Quality training has learning outcomes that meet standards; link training to the Minnesota Core Competencies; and incorporate principles of adult learning. A system of training approval promotes quality training opportunities statewide; increases the level of consistency within the training process across the state; makes sure all required courses have a syllabus/course plan; ensures that learning outcomes meet the needs of specific curriculum requirements; requires that learning be assessed; and sets standards for timely evaluation of training and trainers.



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Trainer Approval Process

Trainer Approval is an integral part of the Minnesota Professional Development System. The statewide trainer approval system supports Early Childhood and School-age Care practitioners by providing quality training that relies on trainers who have background in content knowledge; the ability to apply knowledge to practice; the ability to effectively communicate knowledge and skill in a way that supports behavior change in adult learners; and the ability to create a positive adult learning environment.

In the Trainer Approval process, trainers are assigned to a Trainer Type. The designations are Trainer I, Trainer II, Master Trainer, Cultural Community Expert/Designated Community Elder, Content Expert, Specialty Trainer, Qualified Safety Trainer, and Guest Trainer. The Trainer Type Matrix in this Guide lists the specific criteria for each of the Trainer Types. Read the criteria for each Trainer Type carefully to determine which best describes your qualifications. Not all Trainer Types require a degree in higher education. Approval is granted for a period of three years. Qualified Safety Trainers continue to be approved if their certifications are current and copies of certification are on file at the MNCPD. Provisional Trainer I and Provisional Trainer II are not available to trainers entering the system after December 31, 2010.

Trainer Approval Process:

1. Go to “Join the Trainer Registry” at www.mncpd.org and complete the online application.
2. Sign and submit the Trainer Agreement Form located at www.mncpd.org/forms.html.
3. Send your supporting documentation listed in the Trainer Documentation Checklists for the Trainer Type you are applying for, including the Trainer Agreement Form, your current resume, letters of reference (at least one from a current employer, supervisor, or someone who can attest to your professional work) and official transcripts. (See the Trainer Documentation Checklists in the Trainer Type Matrix for detailed information).
4. If you are applying for Trainer I, Trainer II, or Master Trainer Types, you only need to send in official transcripts for the highest degree or certification you hold related to Early Childhood Education, Child Development, or School-age Care. However, if your highest degree does not list courses related to Child Development, Early Childhood Education, Elementary Education, or School-age Care, then you must send in the official transcript(s) that do list these courses in addition to the highest degree earned. (If you teach courses at a college or university, please see the Higher Education Faculty checklist and Exempt Trainer Addendum.)
5. After receiving all of your information, the Registry will verify your education and experience to determine your step on the Career Lattice and your Trainer Type based upon the Trainer Approval criteria in the Trainer Type Matrix. Definitions have also been included in this Guide to help you understand the criteria for Trainer Approval.
6. The Minnesota Center for Professional Development will then mail a Career Lattice Step certificate (if appropriate), which is valid for one year and Trainer Type certificate, which is valid for three years. Documentation of continued professional development activities must be submitted to satisfy renewal criteria or to support requests for a change of Trainer Type.
7. Your trainer application materials will be kept on file in a secured location. Additional resources related to training and trainers and the application process can be found on the Minnesota Center for Professional Development website: www.mncpd.org/trainer.html.

Trainer Type Matrix

TRAINER I

Trainer Type	Education Requirements	Experience Requirements	Other Requirements	Renewal
Trainer I (Qualified to train up to Step V on the Career Lattice.)	Associate’s Degree in Early Childhood Education or Child Development or related field, or 60 college credits, with 30 college credits earned in courses related to an appropriate Childhood Development focus.	A minimum of three years direct service experience; and provided or participated in adult learning/professional development activities for adults for at least one year or for at least 30 hours of training.	Completed Registry Trainer Application; completed Orientation to the MNCPD Registry; and completed training related to designing and delivering training to adult learners within one year, if not already completed.	Renewable every three years. Verification of 30 clock hours of continuing education related to field. Verification of at least one training given per year.

Trainer I Documentation Checklist

If you are applying for Trainer I, please submit the following documentation to the MNCPD, after you complete the Registry Trainer Application located at www.mncpd.org.

1. Official transcript verifying your Associate’s Degree in Early Childhood Education or Child Development or related field, or 60 college credits with 30 college credits earned in courses related to an appropriate Childhood Development focus.
2. Resume documents a minimum of three years direct service experience (see definition of direct service experience).
3. Resume documents providing or participating in adult learning/professional development activities for adults related to the specialty area for a minimum of three years (e.g., supervisory roles, trainer, co-trainer, or part of a team approach to training, apprentice trainer, technical assistance provider, mentor, coach, CDA advisor, career advisor, or consultant) or a minimum of 30 hours of training.
4. Training certificates or transcripts documenting completion of training related to designing and delivering training to adult learners. (If you have not met this requirement, you have 12 months to complete the training.)
5. Three letters of reference. One reference must come from a current employer, supervisor or someone who can attest to your professional work.

Trainer Type Matrix

TRAINER II

Trainer Type	Education Requirements	Experience Requirements	Other Requirements	Renewal
Trainer II (Qualified to train up to Step V on the Career Lattice and offer continuing education beyond Step V.)	Bachelor’s Degree in Early Childhood Education or Child Development or related field, or Bachelor’s Degree in any discipline with a minimum of 24 college credits earned in courses related to an appropriate Child Development focus.	A minimum of three years direct service experience; and provided or participated in adult learning/professional development activities for adults for at least one year or for at least 30 hours of training.	Completed Registry Trainer Application; completed Orientation to the MNCPD Registry; and completed training related to designing and delivering training to adult learners within one year, if not already completed.	Renewable every three years. Verification of 30 clock hours of continuing education related to field. Verification of at least one training given per year.

Trainer II Documentation Checklist

If you are applying for Trainer II, please submit the following documentation to the MNCPD, after you complete the Registry Trainer Application located at www.mncpd.org.

1. Official transcript verifying your Bachelor’s Degree in Early Childhood Education or Child Development or related field, or Bachelor’s Degree in any discipline with a minimum of 24 college credits earned in courses related to an appropriate Child Development focus.
2. Resume documents a minimum of three years direct service experience (see definition of direct service experience).
3. Resume documents providing or participating in adult learning/professional development activities for adults related to the specialty area for at least three years (e.g., supervisory roles, trainer, co-trainer, or part of a team approach to training, apprentice trainer, technical assistance provider, mentor, coach, CDA advisor, career advisor, or consultant) or for a minimum of 30 hours of training.
4. Training certificates or transcripts documenting completion of training related to designing and delivering training to adult learners. (If you have not met this requirement, you have 12 months to complete the training.)
5. Three letters of reference. One reference must come from a current employer, supervisor or someone who can attest to your professional work.

Trainer Type Matrix

MASTER TRAINER

Trainer Type	Education Requirements	Experience Requirements	Other Requirements	Renewal
Master Trainer (Qualified to train beyond Step V and conduct Training of Trainers.)	Graduate degree in Early Childhood Education, Child Development or a related field from a regionally accredited college or university.	A minimum of one year direct service experience; and provided or participated in adult learning/professional development activities for adults for at least one year or for at least 30 hours of training.	Completed Registry Trainer Application; completed Orientation to the MNCPD Registry; and completed training related to designing and delivering training to adult learners within one year, if not already completed.	Renewable every three years. Verification of 30 clock hours of continuing education related to field. Verification of at least one training given per year.

Master Trainer Documentation Checklist

If you are applying for Master Trainer, please submit the following documentation to the MNCPD, after you complete the Registry Trainer Application located at www.mncpd.org.

1. Official transcript verifying graduate degree in Early Childhood Education, Child Development, or related field.
2. Resume documents a minimum of one year direct service experience (see definition of direct service experience).
3. Resume documents providing or participating in adult learning/professional development activities for adults related to the specialty area for a minimum of three years (e.g., supervisory roles, trainer, co-trainer, or part of a team approach to training, apprentice trainer, technical assistance provider, mentor, coach, CDA advisor, career advisor, or consultant) or a minimum of 30 hours of training.
4. Training certificates or transcripts documenting completion of training related to designing and delivering training to adult learners. (If you have not met this requirement, you have 12 months to complete the training.)
5. Three letters of reference. One reference must come from current employer, supervisor or someone who can attest to your professional work.

NOTE: The word “Master” in the title “Master Trainer” signifies that the trainer has a graduate degree in Early Childhood Education, Child Development, or a related field from a regionally accredited college or university. It does not signify that the trainer is an exemplary trainer.

Trainer Type Matrix

CULTURAL COMMUNITY EXPERT/DESIGNATED COMMUNITY ELDER

Trainer Type	Education Requirements	Experience Requirements	Other Requirements	Renewal
Cultural Community Expert/ Designated Community Elder (Qualified to train on cultural practices specific to their cultural community.)	Education requirements as defined and identified by the cultural community. See the Cultural Community Elder Trainer Form at www.mncpd.org under the Forms Tab.	Life experience, wisdom, knowledge and place in the community.	Trainer or Sponsoring Organization completes the Cultural Community Expert/Designated Community Elder Registry Trainer Form; Approval is made on a case-by-case basis related to areas of expertise, specific trainings, and community needs.	Renewable every three years.

Cultural Community Expert/ Designated Community Elder Documentation Checklist

If you are applying for Cultural Community Expert/Designated Community Elder, please submit the following documentation to the MNCPD. A Training Sponsor may also submit the documentation on behalf of the trainer.

1. The Trainer or Sponsor must complete the Cultural Community Expert/Designated Community Elder Trainer Form located on the Minnesota Center for Professional Development’s website at www.mncpd.org. This form is specific to the Cultural Community Expert/Designated Community Elder and allows the trainer or sponsor to submit an application for trainer approval and culturally specific training approval on the same form.
2. Training Sponsor is a Minnesota Registry Approved Sponsor.

Trainer Type Matrix

CONTENT EXPERT

Trainer Type	Education Requirements	Experience Requirements	Other Requirements	Renewal
Content Expert (Qualified to conduct content trainings in areas of their expertise and related Training of Trainers.)	A minimum of a Bachelor’s Degree from a regionally accredited college or university with either a major/minor consistent with the content area or a relevant professional license or credential (for example, health, law, psychology, business, or library science).	Provided or participated in adult learning/professional development activities for adults related to the content area for at least one year or for a minimum of 30 hours of training.	Completed Registry Trainer Application; completed Orientation to the MNCPD Registry; and completed training related to designing and delivering training to adult learners within one year, if not already completed.	Renewable every three years. Verification of 30 clock hours of continuing education related to field. Verification of a minimum of one training given per year.

Content Expert Documentation Checklist

If you are applying for Content Expert, please submit the following documentation to the MNCPD, after you complete the Registry Trainer Application located at www.mncpd.org.

1. Official transcript verifying a Bachelor’s Degree from a regionally accredited college or university with either a major/minor consistent with the specialty area **OR** a relevant professional license **OR** credential (health, law, psychology, business or library science).
2. Resume documents providing or participating in adult learning/professional development activities for adults for a minimum of one year (e.g., supervisory roles, trainer, co-trainer, or part of a team approach to training, apprentice trainer, technical assistance provider, mentor, coach, CDA advisor, career advisor, or consultant) or a minimum of 30 hours of training.
3. Training certificates or transcripts documenting completion of training related to designing and delivering training to adult learners. (If you have not met this requirement, you have 12 months to complete the training.)
4. Three letters of reference. One reference must come from current employer, supervisor or someone who can attest to your professional work.
5. Outline of specific areas of expertise as supported by resume and certificates or transcript(s).

Trainer Type Matrix

SPECIALTY TRAINER

Trainer Type	Education Requirements	Experience Requirements	Other Requirements	Renewal
Specialty Trainer (Qualified to train upon completion of an approved training of trainer course. Specialty trainers may not submit training they have developed on their own for approval.)	Verification of completion of approved training of trainer course(s) related to specific topic(s).	A minimum of three years direct service experience related to specialty topic, with verified competence in training and observation of teaching.	Completed Registry Trainer Application; completed Orientation to the MNCPD Registry; and completed training related to designing and delivering training to adult learners within one year, if not already completed and any other requirements for training specialty.	Renewable every three years contingent on any and all specific recertification requirements related to the specialty area. Verification of 30 clock hours of continuing education related to field. Verification of at least one training given in specialty area per year.

Specialty Trainer Documentation Checklist

If you are applying for Specialty Trainer, please submit the following documentation to the MNCPD, after you complete the Registry Trainer Application located at www.mncpd.org.

1. Documentation verifying completion of approved training of trainer course(s) related to specific topic(s).
2. Resume documenting a minimum of three years direct service experience related to specialty area.
3. Training certificates or transcripts documenting completion of training related to designing and delivering training to adult learners. (If you have not met this requirement, you have 12 months to complete the training.)
4. Three letters of reference. One reference must come from current employer, supervisor or someone who can verify your competence in training and has observed your teaching.
5. Outline of specific Training of Trainers attended listed on resume and supported with certificates.

Trainer Type Matrix

QUALIFIED SAFETY TRAINER

Trainer Type	Education Requirements	Experience Requirements	Other Requirements	Renewal
Qualified Safety Trainer (Restricted to training in the certified area. Safety Trainers cannot submit training to MNCPD outside of their area of certification.)	Verification of certification. Must be certified to conduct training in one or more of the following areas: <ul style="list-style-type: none"> • Child Passenger Safety (CPS) • CPR • First Aid • Shaken Baby Syndrome/Abusive Head Trauma (SBS/AHT) • Sudden Infant Death Syndrome (SIDS) 	Currently training in the certification area.	Trainer completes the online Registry application OR Trainer or Sponsoring Organization completes the Qualified Safety Trainer Registry Form located under forms at www.mncpd.org .	Renewable contingent on any and all specific recertification requirements.

Qualified Safety Trainer Documentation Checklist

If you are applying for Qualified Safety Trainer, you can complete the online Registry Trainer Application or the Qualified Safety Trainer Form. A Training Sponsor may also submit the documentation on behalf of the trainer.

1. Complete the online Registry Trainer application located at www.mncpd.org and send in copies of your certification (e.g., Training of Trainer Certificate, Certification Card).

OR

2. The Trainer or Sponsor may complete the Qualified Safety Trainer Form located at www.mncpd.org and send in copies of certification (e.g., Training of Trainer Certificate, Certification Card). The Training Sponsor must be a Minnesota Registry Approved Sponsor.

NOTE: Trainers should not choose this category if they meet the qualifications for another Trainer Type. Safety Trainers cannot submit training to MNCPD outside of their area of certification.

Trainer Type Matrix

GUEST/VISITING TRAINER

Trainer Type	Education Requirements	Experience Requirements	Other Requirements	Renewal
Guest/Visiting Trainer	Trainers may train in only one topic area, or in several, as their expertise allows. Guest/Visiting trainers conduct occasional workshops on approved topics related to child development and other topics related to child care.	A minimum of three years experience related to the topic area, documented in the guest trainer's resume or curriculum vitae.	Training Sponsor is a MNCPD Registry Approved Sponsor and the specific training has been submitted to and approved by the MNCPD Registry using the Training Approval Request Form or the Guest Trainer Form.	Guest Trainers who present at more than three training events in a given year must register as trainers in the Registry.

Guest/Visiting Trainer Documentation Checklist

If you are applying for Guest/Visiting Trainer, please submit the following documentation to the MNCPD, after you complete the Registry Trainer Application located at www.mncpd.org.

1. Resume/Curriculum Vitae documenting a minimum of three years experience related to topic area.
2. Training Sponsor is a Minnesota Registry Approved Sponsor.
3. The specific training has been submitted to and approved by the Minnesota Center for Professional Development Registry.

Provisional Trainers

Provisional Trainer I and Provisional Trainer II categories will sunset on December 31, 2010. Trainers who applied for these provisional categories completed a professional development plan and submitted it to the Training and Curriculum Support Coordinator at the Minnesota Center for Professional Development. Provisional Trainers must follow their professional development plans to maintain their approval status and ability to offer approved training. Practitioners may only use approved training to climb the Career Lattice. Provisional Trainers may propose and submit training for approval.

Provisional Trainer I Requirements:

- Attained a High School Diploma or General Equivalency Diploma (GED).
- At least five years direct service experience and provided 10 hours of training related to the Minnesota Core Competencies.
- Completed Registry Trainer Application by December 31, 2010; completed Orientation to the MNCPD Registry; and completed training related to designing and delivering training to adult learners within one year.
- Renewable every year, contingent on making and completing professional development plan and moving one step up the Career Lattice. Career guidance is available through the MNCPD and local CCR&R offices.

Provisional Trainer I Checklist

1. Copy of High School Diploma or GED.
2. Resume documents at least five years direct service experience (see definition of direct service experience).
3. Documentation supporting having provided 10 clock hours of training related to the Minnesota Core Competencies.
4. Training certificates or transcripts documenting completion of training related to designing and delivering training to adult learners within one year.
5. Three letters of reference. One reference must come from a current employer, supervisor or someone who can attest to your professional work.
6. Professional Development Plan (located at <http://www.mncpd.org>).

Provisional Trainer II Requirements

- Attained a current National CDA Credential, OR Competency Based Training and Assessment (CBTA), OR Diploma from Association Montessori Internationale, OR Preprimary Credential, or Primary Diploma, or Provisional Certificate from the American Montessori Society, OR Armed Forces Certificate, OR Technical or Community College Child Development Certificate, OR Technical or Community College Child Development Diploma, OR at least 16 approved semester credits.
- At least three years direct service experience and provided 10 hours of training related to the Minnesota Core Competencies.
- Completed Registry Trainer Application by December 31, 2010; completed Orientation to the MNCPD Registry; and completed training related to designing and delivering training to adult learners within one year.
- Renewable every three years, contingent on making and completing a professional development plan and moving one step up the Career Lattice. Career guidance available through the MNCPD and local CCR&R offices.

Provisional Trainer II Checklist

1. Official copy of EITHER a current National CDA Credential, OR Competency Based Training and Assessment (CBTA), OR Diploma from Association Montessori Internationale, OR Preprimary Credential, or Primary Diploma, or Provisional Certificate from the American Montessori Society, OR Armed Forces Certificate, OR Technical or Community College Child Development Certificate, OR Technical or Community College Child Development Diploma, OR at least 16 approved semester credits.
2. Resume documents at least three years direct service experience (see definition of direct service experience).
3. Documentation supporting having provided 10 clock hours of training related to the Minnesota Core Competencies.
4. Training certificates or transcripts documenting completion of training related to designing and delivering training to adult learners within one year.
5. Three letters of reference. One reference must come from a current employer, supervisor or someone who can attest to your professional work.
6. Professional Development Plan (located at <http://www.mncpd.org>).

Higher Education Faculty

- The Trainer Approval process does not apply to faculty who only offer college credit-bearing courses. College instructors need to complete the Trainer Approval process only if they will be offering approved training other than credit-bearing courses at a regionally accredited institution of higher learning.
- Nationally or regionally accredited University and Community College Early Childhood/Child Development (or closely related) faculty with Master's and Doctorate degrees are immediately approved as exempt trainers of non-credit training by REGISTERING. Higher Education Faculty must complete the TRAINER APPLICATION on the MNCPD Registry, send in their official transcript and curriculum vitae, and participate in an Orientation to the MNCPD Registry. Although not required, higher education faculty are encouraged to attend a training related to designing and delivering training to adult learners and submit renewal documentation. Exempt trainers must still complete training applications for training approval and submit attendance and evaluation sheets when appropriate.
- Any non-credit training offered by exempt trainers must be submitted to the Minnesota Center for Professional Development for approval for the training to be counted on the participant's Learning Record toward their Career Lattice Step.
- Nationally or regionally accredited University and Community College Early Childhood/Child Development (or closely related) faculty with Master's and Doctorate degrees who conduct occasional workshops and conferences are immediately approved as exempt trainers with a current copy of their curriculum vitae or resume. Training Sponsor organizations may submit the vitae or resume on behalf of college faculty who are conducting occasional workshops with their permission.

Higher Education Faculty Documentation Checklist

Higher Education Faculty who want to train for the CCR&R and/or regularly provide approved non-credit training for practitioners who are climbing the Career Lattice, must complete the MNCPD Registry Trainer Application.

1. Official transcript verifying your graduate degree in Early Childhood Education, Child Development, or a related field.
2. Copy of current Curriculum Vitae or resume detailing background and experience as a faculty member with an accredited institution of higher education. Please include:
 - Educational degrees from accredited institutions. Include your year(s) and degree(s) awarded.
 - Major(s) or field(s) of study.
 - Other professional credentials/related educational experiences.
 - Experience as an adult educator/trainer.
 - Employment history.

Definitions

Trainer Type Designations

The Registry approves trainers based on their education, experience and training in the field as well as their expertise from other disciplines relevant to Early Childhood and School-age Care.

Education Requirements for Trainer I, Trainer II, and Master Trainer:

- **Trainer I**
 - Earned an Associate's Degree from a regionally accredited college or university in Early Childhood Education or Child Development or related field, or 60 college credits with 30 college credits (semester hours) earned in courses related to an appropriate Childhood Development focus.
- **Trainer II**
 - Earned a Bachelor's Degree from a regionally accredited college or university in Early Childhood Education or Child Development or related field, or Bachelor's Degree in any discipline with a minimum of 24 college credits (semester hours) earned in courses related to an appropriate Child Development focus.
- **Master Trainer**
 - Earned a Master's or Doctoral degree from a regionally accredited college or university in Early Childhood Education or Child Development or related field.
- **Related fields include:** Elementary Education, Child and Family Studies, Early Childhood Studies, Early Childhood Special Education, and School-age Care. Other majors including Human Development, Human Development and Family studies, Home Economics, Family Social Sciences, and Family and Consumer studies are considered related if the courses (at least 20 semester credits) for the major have an emphasis on children and families.
- **Other majors** including Education, Special Education, Sociology, Secondary Education, Social Work, Psychology, Nursing, Human Services, Youth Studies, and Recreation will be considered after review of Registry application. Individuals with these majors may fall into another trainer category such as Content Expert or Specialty Trainer.
- **Regionally Accredited Institution:** Degrees are accepted from institutions that are accredited by one of the six regionally accrediting bodies (North Central Association of Colleges and Schools; Middle States Association of Colleges and Schools; New England Association of Schools and Colleges; Northwest Commission on Colleges and Universities; Southern Association of Colleges and Schools; Western Association of Schools and Colleges).

Education Requirements for Other Trainer Types:

- **Content Expert:** The Content Expert option is available for professionals who do not meet the requirements for one of the other Trainer categories on the Trainer Type Matrix, but have the qualifications to train in a specific content area. They must have a Bachelor's degree from a regionally accredited college or university with either a major/minor consistent with the content area **OR** a relevant professional license **OR** credential (health, law, psychology, business, or library science, for example). Examples of professionals who may meet the requirements of a Content Expert are (1) a nurse providing training on health and safety or (2) a psychologist providing training on infant mental health.
- **Specialty Trainer:** The Specialty Trainer option is available for professionals who do not meet the requirements for one of the other trainer categories on the Trainer Type Matrix, but have attended a training of trainers on an approved specialty topic including Program for Infant Toddler Care (PITC), Project Exceptional, Building Cultural Connections, Not by Chance, Assessment Tools (e.g., Environmental Rating Scale, CLASS, Ounce, Work Sampling System), Seeds of Emergent Literacy, and others as determined appropriate.
- **Cultural Community Expert/ Designated Community Elder:** The Cultural Community Expert/Designated Community Elder option is available for respected elders who represent many roles and

have many meanings in their community. They are representatives who are to be respectfully acknowledged for their wisdom and their teachings are crucial to communities who want to implement cultural practices into their programs.

- **Qualified Safety Trainer:** The Qualified Safety Trainer option is available to a trainer certified to conduct trainings on one or more of the following areas to ensure that childcare providers meet state licensing requirements.
 - Child Passenger Safety (CPS)
 - CPR
 - First Aid
 - Shaken Baby Syndrome/Abusive Head Trauma (SBS/AHT)
 - Sudden Infant Death Syndrome (SIDS)
- **Guest Trainers:** The Guest Trainer is someone who has expertise in topics relevant to Early Childhood and School-age Care, who is brought in from outside the system by a sponsoring organization to conduct an occasional workshop.

Experience Requirements

- **Direct Service Experience:** Provisional Trainers, Trainer I, Trainer II, and Master Trainer must have experience providing direct service as reported on the resume. Indirect experience may be used in combination with direct experience as long as at least 1 year of direct experience working with children is documented on the resume. Direct experience is defined as experience working:
 - Directly with children as an aide, assistant teacher, teacher, family child care provider, early childhood family educator, special education teacher, or paraprofessional, or other experience working directly with children in programs serving young children birth through age five.
 - Directly with children in school-age care programs as an assistant group leader, group leader, or senior group leader is appropriate for individuals providing training specific to school-age care.
 - Other direct experience working with children to be reviewed by trainer coordinator.
- **Indirect Experience:** Indirect experience may include working as a:
 - Director or Assistant Director of a center-based or family child care home (involves working on-site directly with children and adults in a child care setting on a day-to-day basis).
 - Inclusion Coordinator or Education Coordinator working in a center-based or family child care home (involves working on-site directly with children and adults in a child care setting on a day-to-day basis).
 - Indirect experience may also include providing technical assistance to staff that work directly with children and families at an early childhood or school-age site; or teaching Child Development related courses at a High School, College, or University.
- **Experience Providing Adult Learning/Professional Development Activities for Adults:**
 - Providing adult learning opportunities or professional development activities to adults can include experience in supervisory roles, or as a trainer, co-trainer, or part of a team approach to training, apprentice trainer, technical assistance provider, mentor, coach, CDA advisor, career advisor, or consultant.

Training

- **Orientation to the MNCPD Registry:** The orientation to the Minnesota Center for Professional Development (MNCPD) and Registry can be met by attending a face-to-face class or Webinar offered by the MNCPD staff. An orientation will also be available online in the near future.
- **Training related to Designing and Delivering Training to Adult Learners:** Each trainer must complete training(s) related to training design, training delivery, and understanding the characteristics of adult learners. Trainers who have not met the requirement prior to applying to the Registry will have one year from the date of their trainer approval to meet the requirement. There are many ways to satisfy this requirement. Possibilities include, but are not limited to:

- Credit courses related to training or teaching adult learners (e.g., HSTD 394 Staff Training and Adult Development, HSTD 393 Training Design and Instruction, ADED 5101 Strategies for Teaching Adults).
- Workshops or conferences, whose content is directly related to designing and delivering training to adult learners, by organizations such as American Society for Training and Development (ASTD).
- Modules I and II of Teaching the Art of Training.
- **Continuing Education:** All trainers must participate in continuing education to maintain their status as an approved trainer. Topics must be related to child development, early childhood education, school-age care, infant-toddler, adult training and education and other topics specific to the field. Trainers may fulfill continuing education requirements by participating in conferences, workshops, seminars, classes, online or web-based courses.
- **Professional Development Plan:** Trainers who meet the requirements for Provisional Trainer I and Provisional Trainer II are required to complete a Professional Development Plan and submit it to the Training and Curriculum Support Coordinator. The Professional Development Plan is located on the Minnesota Center for Professional Development website at www.mncpd.org.

Professional Activity

- **Membership in a Professional Organization:** All trainers are encouraged to be members of a national or statewide professional organization related to the Early Childhood, School-age Care, or a related field (e.g., Minnesota Association for the Education of Young Children, Minnesota School-age Care Alliance, Minnesota Licensed Family Child Care Association); or to their content/specialty area (e.g., National Association of School Nurses). Membership and participation in professional organizations provides trainers with online resources related to evidence-based practice, free or low cost publications, networking opportunities, conferences and seminars and educational experiences allowing them to advance in their educational and professional development. Trainers who are members in a professional organization will receive a gold seal on their Career Lattice Step Certificate.

Higher Education Faculty

Exempt Trainers: The Trainer Approval process does not apply to faculty who only offer college credit-bearing courses. College instructors need to complete the Trainer Approval process only if they will be offering approved training other than credit-bearing courses at a regionally accredited institution of higher learning.

- Nationally or regionally accredited University and Community College Early Childhood/Child Development (or closely related) faculty with Master's and Doctorate degrees are immediately approved as exempt trainers of non-credit training by REGISTERING. Higher Education Faculty must complete the TRAINER APPLICATION on the MNCPD Registry, send in their official transcript and curriculum vitae, and participate in an Orientation to the MNCPD Registry. Although not required, higher education faculty are encouraged to attend a training related to designing and delivering training to adult learners and submit renewal documentation. Exempt trainers must still complete training applications for training approval and submit attendance and evaluation sheets when appropriate.
- Nationally or regionally accredited University and Community College Early Childhood/Child Development (or closely related) faculty with Master's and Doctorate degrees who conduct occasional workshops and conferences are immediately approved as exempt trainers with a current copy of their curriculum vitae or resume. Training Sponsor organizations may submit the vitae or resume on behalf of college faculty who are conducting occasional workshops with their permission.
- Any non-credit training offered by exempt trainers must be submitted to the Minnesota Center for Professional Development for approval for the training to be counted on the participant's Learning Record toward their Career Lattice Step.

Training Approval Process

The purpose of establishing a system of training approval is to promote quality training opportunities for practitioners statewide and to increase the level of consistency within the training process. The Training Approval system requires consistent standards for training events and programs. Quality training has key objectives related to specific learning outcomes; links training to the Minnesota Early Childhood or School-age Core Competencies; and incorporates principles of adult learning.

All training is reviewed to ensure that training is based on developmentally appropriate practice and theories of child development, which support practical application of the information in the practitioner's work. Training approval verifies all required courses have a training instructional plan with specific learning objectives and assessment strategies as well as content related to the Minnesota Early Childhood or School-age Core Competencies.

Training Approval Process:

1. Only trainings submitted by MNCPD approved trainers or sponsors will be reviewed.
2. Go to www.mncpd.org/forms.html and download the Training Approval Request Form.
3. Complete the Training Approval Request Form and send as an attachment by email to: MNCPD.Registry@metrostate.edu and include TARF in the subject line to expedite this process.
4. MNCPD will send you an email confirmation within five business days with a training identification number that is used to track your training.
5. MNCPD will then initiate the formal review of the training approval request. All MNCPD reviewers are professionals with the education of a Master Trainer. However, content experts may also be asked to review training related to their area of expertise.
6. An email notification will be sent to the individual/organization submitting training, indicating the status of the request (i.e., approved, revisions needed, or rejected). Approval will be valid for three years, after which the training would need to be updated and resubmitted for continued approval.
7. To facilitate the training scheduling needs of the CCR&R System, MNCPD shares all information related to the training approval process for courses to be offered through the CCR&R System with DHS Child Development Services and CCR&R Professional Development Coordinators. If you train for the CCR&R System and designate a specific training as one you intend to offer through the CCR&R System (i.e., check the appropriate box on the Training Approval Request Form), MNCPD will share the training approval information related to that specific training.
8. Your training application materials will be kept on file in a secured location. Additional information on the training and trainer approval criteria and the application process can be found on the Minnesota Center for Professional Development website: www.mncpd.org.

Minnesota Center for Professional Development Training Approval Overview

Trainers who have been approved as **Trainer I, Trainer II, Master Trainer, and Provisional Trainers** by the Minnesota Center for Professional Development are eligible to propose and submit training sessions related to the care and education of young children and/or school-age care if appropriate. Trainers who have been approved as **Content Experts** may only propose and submit training sessions that are in their area of expertise. Trainers approved as **Cultural Community Expert/Designated Community Elder** may only propose and submit training sessions on cultural practices specific to their cultural community. **Specialty Trainers** are qualified to train upon completion of an approved training of trainer course and only on that course material/content. They *may not* submit training they have developed on their own for approval. **Qualified Safety Trainers** cannot submit training outside of their area of current certification.

The electronic MNCPD Training Approval Request Form is the official form for proposing a training session. However, if you are planning an online training through Eager to Learn, you will need to use the online version of the Training Approval Request Form. Please contact Eager to Learn for more information: www.eagertolearn.org.

You will need to have a copy of the Minnesota Core Competencies for Early Childhood or School-Age Care available to you while you are completing the form. An electronic copy is available on the MNCPD website at http://mncpd.org/core_competencies.html.

Trainers complete a Training Approval Request Form to apply for training review. If the application is not filled out completely, it will be returned to the trainer for completion, which will result in additional processing time. This form is available online at <http://www.mncpd.org/forms.html>. This form may be downloaded and completed on your computer. You can “tab” through, fill it out, save it and then e-mail as an attachment to: MNCPD.Registry@metrostate.edu. MNCPD will send you an email confirmation within five business days with a training identification number that is used to track your training. The Training Approval Request Form will then be forwarded on for review.

Please submit the Training Approval Request Form six to eight weeks before you expect to offer the training session in order to allow time for review. After the training has been reviewed, you will receive a letter indicating the status of the review (i.e., approved, revision needed, rejected). If revisions are requested, please make the revisions and return the Training Approval Request Form to the MNCPD for further review within ninety days. If the revision is not received within ninety days, the Training Request will be removed from our active files and a new completed request will be required.

The following page lists detailed instructions for completing the Training Approval Request Form. If you have any questions, contact 651-999-5828 or email: MNCPD.Registry@metrostate.edu.

Training Approval Request Form Instructions

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 • Practice or skill differences • Classroom context • Play style • Quality of play 	Power Point Lecture	10 minutes
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.



TRAINING APPROVAL REQUEST FORM

Tracking # (office use only): _____

<p>Name:</p> <p>Address:</p> <p>City: State: Zip:</p> <p>County:</p> <p>Phone: Email:</p> <p>Miles willing to travel:</p> <p>Name of Sponsoring Organization, if applicable:</p> <p>CCR&R Addendum*</p> <p><input type="checkbox"/> I offer training through the CCR&R System</p> <p><input type="checkbox"/> I may offer <i>this</i> training through CCR&R System</p> <p><small>*To facilitate the training scheduling needs of the CCR&R System, MNCPD shares all information related to the training approval process for courses to be offered through the CCR&R System with DHS Child Development Services and CCR&R Professional Development Coordinators.</small></p> <p>Training Title:</p> <p>Owner of the Training/Curriculum:</p> <p><input type="checkbox"/> Public Domain (State/Federal) <input type="checkbox"/> Trainer <input type="checkbox"/> Sponsor</p> <p><input type="checkbox"/> Publisher <input type="checkbox"/> Other</p> <p>Primary Trainers Name:</p> <p>(If different from person submitting Training)</p> <p>Name of other trainer's involved in the training event, if any:</p>	<p>Registry ID# for Trainer:</p> <p>Sponsoring Organization's ID#, if applicable:</p> <p>Primary Trainer Type</p> <p>Indicate Approved Trainer Designation</p> <p><input type="checkbox"/> Provisional Trainer I</p> <p><input type="checkbox"/> Provisional Trainer II</p> <p><input type="checkbox"/> Trainer I</p> <p><input type="checkbox"/> Trainer II</p> <p><input type="checkbox"/> Master Trainer</p> <p><input type="checkbox"/> Cultural Community</p> <p>Expert/Designated Community</p> <p>Elder</p> <p><input type="checkbox"/> Content Expert</p> <p><input type="checkbox"/> Specialty Trainer</p> <p><input type="checkbox"/> Qualified Safety Trainer</p> <p><input type="checkbox"/> Guest or Visiting Trainer</p>
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TRAINING SUMMARY (Please fill in the summary information after you have completed the rest of the form.)

Title of training:

Description: (Briefly describe training in 30-50 words as it might appear in a training advertisement.)

Prerequisite training title (if applicable):

Number of Hours:

(Minimum: 2 hours, except in cases where trainings related to licensure requirements or conference workshop presentations are of shorter duration)

Minnesota Core Competency Content Area(s) (e.g., I. Child Growth and Development):

Level:

(Please choose Level 1 [Beginning Level] or Level 2 [Intermediate Level] for non-credit training. Level 3, 4, and 5 are reserved for College Credit Courses.)

CDA Content Area(s) (e.g., Principles of Child Growth and Development):

TRAINING INSTRUCTIONAL PLAN

Please read the Training Approval Request Form instructions before completing the Training Instructional Plan. Instructions are located at www.mncpd.org, listed under training approval request form. The Training Instructional Plan is a comprehensive description of the training in terms of content and activities. Please answer the following questions on this form or attach a separate sheet of paper:

- **Needs Assessment:** (Briefly describe the need for this training.)
- **Purpose:** (Briefly describe what the training offers to participants and the children and families they serve; what will they learn?)
- **Prerequisites:** (Are there any prerequisites for this training? Do participants need any particular preparation for the training?)
- **Learning Objectives:** (Are the objectives measureable and related to the content area(s) you have selected as the focus of your training? What should participants be able to do as a result of having taken this training?)
- **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.)
- **Training Activity:** (Do the activities reflect and support the objectives? Give an example of an activity that will be used during the training.)
- **Assessment of Learning Outcomes:** (How will you evaluate what participants have gained from your session? Please provide an example that relates to your learning objectives.)
- **Training Evaluation:** (How will you collect and utilize feedback from your session? Please provide an example.)
- **Major resources used to develop the training:** (Do the resources reflect current knowledge and support evidence based practice, including diversity and inclusion? Provide titles, authors and sources.)

Minnesota Core Competency Content Area (http://mncpd.org/core_competencies.html)

Please indicate the hours for the Minnesota Early Childhood OR School Age Core Competency Content Areas covered in the training (e.g., 2 hours on Child Growth and Development and 3 hours on Health, Safety, and Nutrition). Do not include competency areas that are covered less than 1 hour. The corresponding Child Development Associate Content Area is located across from the Minnesota Core Competency Content Area.

- Training with 2-3 hours, select ONE core competency content area, which best reflects the training area and list the total hours dedicated to that area.
- Training with 3-6 hours, select no more than TWO core competency areas.
- Training more than 6 hours, estimate the total training hours dedicated to that content area as applicable.
- Do not include competency areas that are covered less than 1 hour.

Minnesota Core Competency Content Areas

(http://mncpd.org/core_competencies.html)

Hours:

- _____ I. Child Growth and Development
- _____ IIa. Creating the Learning Environment
- _____ IIb. Promoting Physical Development
- _____ IIc. Promoting Language Development and Literacy
- _____ IId. Promoting Cognitive Development
- _____ IIe. Promoting Personal and Social Development
- _____ IIIf. Promoting Creativity and the Arts
- _____ III. Assessment and Planning for Individual Needs
- _____ IV. Interactions with Children
- _____ V. Families and Communities
- _____ VI. Health, Safety, and Nutrition
- _____ VII. Program Planning and Evaluation
- _____ VIII. Professional Development & Leadership
- _____ **TOTAL HOURS**

CDA Content Areas

(http://www.cdacouncil.org/cda_obt.htm#a2)

Corresponding CDA content areas:

- Principles of Child Growth and Development
- Safe, Healthy Learning Environment
- Physical and Intellectual Development
- Physical and Intellectual Development
- Physical and Intellectual Development
- Social and Emotional Development
- Physical and Intellectual Development
- Observing and Recording Behavior
- Social and Emotional Development
- Productive Relationships with Families
- Safe, Healthy Learning Environment
- Effective Program Operation
- Maintaining Professionalism

What is the PRIMARY MN Core Competency Content Area? (Select only one):

Credential/Certificate/Conference/Endorsement:

Is this training part of a credential, certificate, conference or endorsement?

- No Yes (Please specify)

Is this training part of a series?

- No
- Yes (Please specify)
- | | | |
|--|---|---|
| <input type="checkbox"/> Building Cultural Connections | <input type="checkbox"/> Project Exceptional | <input type="checkbox"/> PITC |
| <input type="checkbox"/> Not by Chance | <input type="checkbox"/> Seeds of Emergent Literacy | <input type="checkbox"/> Other (Please specify) |

Target Audience (Check all that apply):

- | | | |
|--|---|---|
| <input type="checkbox"/> Classroom Staff | <input type="checkbox"/> Parent Educators | <input type="checkbox"/> Family-Friend-Neighbor |
| <input type="checkbox"/> Administration | <input type="checkbox"/> Trainers | <input type="checkbox"/> Center based setting |
| <input type="checkbox"/> Family Child Care | <input type="checkbox"/> Home Visitor | <input type="checkbox"/> School setting |
| <input type="checkbox"/> Parents | <input type="checkbox"/> Family licensed child-care setting | <input type="checkbox"/> Special needs |
| | | <input type="checkbox"/> Other (Please specify) |

Course Type (Select only one):

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> In Person | <input type="checkbox"/> Web Based |
| <input type="checkbox"/> Self-Paced | <input type="checkbox"/> Other Course Type (Please specify) |

Trainer Role (Select only one):

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Coach | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Consultant | <input type="checkbox"/> Technical Advisor |
| <input type="checkbox"/> Facilitator | <input type="checkbox"/> Other Trainer Role (Please specify) |
| <input type="checkbox"/> Mentor | |

Delivery Method (Check all that apply, but only check Conference/Workshop if the specific Conference was previously listed by name):

- | | | |
|--|---|----------------------------------|
| <input type="checkbox"/> CD/DVD/Video | <input type="checkbox"/> Internet | <input type="checkbox"/> Lecture |
| <input type="checkbox"/> Classroom | <input type="checkbox"/> ITV | <input type="checkbox"/> Webinar |
| <input type="checkbox"/> Conference/Workshop | <input type="checkbox"/> Other Delivery Method (Please specify) | |
| <input type="checkbox"/> Correspondence | | |

Learning Activity (Check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Group | <input type="checkbox"/> Panel Discussion |
| <input type="checkbox"/> Lecture Q & A | <input type="checkbox"/> Role Play |
| <input type="checkbox"/> Hands On | <input type="checkbox"/> Other Learning Activities (Please specify) |

Age group (Check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Infants | <input type="checkbox"/> Middle School (6 th , 7 th , 8 th grade) |
| <input type="checkbox"/> Toddlers | <input type="checkbox"/> Secondary (High School) |
| <input type="checkbox"/> Preschoolers | <input type="checkbox"/> Adults |
| <input type="checkbox"/> School Age (K - age 12) | |

Assessments (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Pre/Post Test | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Self Report | <input type="checkbox"/> Observation |
| <input type="checkbox"/> Q&A | <input type="checkbox"/> Project |
| <input type="checkbox"/> Demo At | <input type="checkbox"/> Research Paper |
| <input type="checkbox"/> Demo After | <input type="checkbox"/> Interview |
| <input type="checkbox"/> Reflection Paper | <input type="checkbox"/> Other (Please Specify) |

Please send this Training Approval Request Form in an email attachment to:

MNCPD.Registry@metrostate.edu including TARF in the subject line to expedite this process.

You may attach any supporting documentation to the email or send supporting documentation by postal mail to the Minnesota Center for Professional Development, Metropolitan State University, 1450 Energy Park Drive, Suite 147, Saint Paul, MN 55108.

If you have any questions, contact 651-999-5828 or email: MNCPD.Registry@metrostate.edu



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