



TRAINER AND TRAINING APPROVAL PROCESS GUIDE

Minnesota Center for Professional Development (MNCPD)
www.MNCPD.org

Table of Contents

Trainer Approval Process	3
Trainer Type Matrix.....	4
Trainer Type Documentation Guidelines.....	7
Definitions.....	11
Training Approval Process	14
Training Approval Request Form	15

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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 Provisional Trainer I, Provisional Trainer II, Trainer I, Trainer II, Master Trainer, Cultural Community Expert/Designated Community Elder, Content Expert, Specialty Trainer, and Guest Trainer.. The Trainer Type Matrix in this packet lists the specific criteria for each of the Trainer Types. Not all Trainer Types require a degree in higher education. Read the criteria for each Trainer Type carefully to determine which best describes your qualifications. Approval is granted for a period of three years, except for those who meet the criteria for Provisional Trainer I, who must renew every year until meeting the criteria for Provisional Trainer II.

The Provisional Trainer I and Provisional Trainer II gateways into the Registry will close on Dec. 31, 2009. Trainers who apply for the provisional categories must complete their applications by December 31, 2009 and submit a Professional Development Plan 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 trainings. Practitioners may only use approved training to climb the Career Lattice.

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, Trainer Approval.
3. Send your supporting documentation listed in the Documentation Guidelines for the Trainer Type you are applying for, including the Trainer Agreement Form, your current resume, letters of reference and official transcripts. (See the Trainer Type Documentation Guidelines in this packet for more information).
4. After receiving all your information, the Registry will verify your education and experience to determine your step on the Career Lattice and your Trainer Type based on the Trainer Approval criteria on the next page. Definitions have also been included in this packet to help you understand the criteria for Trainer Approval.
5. The Minnesota Center for Professional Development will then mail a Career Lattice Step certificate and Trainer Type certificate. The certificates will be valid for one to three years, depending upon your Trainer Type. After this, documentation of continued professional development activities will need to be submitted to satisfy renewal criteria or to support requests for a change of Trainer Type.

Trainer Type Matrix

Trainer Type	Education Requirements	Experience Requirements	Other Requirements	Renewal
<p>Provisional Trainer I (Qualified to train up to Step V on the Career Lattice.) Not available to trainers entering the system after Dec. 31, 2009.</p>	<p>HS Diploma or GED.</p>	<p>A minimum of five years direct service experience and provided 10 hours of training related to the Minnesota Core Competencies.</p>	<p>Completed Registry Trainer Application by Dec. 31, 2009; 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.</p>	<p>Renewable every year, contingent on making and completing a Professional Development Plan and moving one step up the Career Lattice annually. Career guidance available through the Registry and CCR&R.</p>
<p>Provisional Trainer II (Qualified to train up to Step V on the Career Lattice.) Not available to trainers entering the system after Dec. 31, 2009.</p>	<p>A minimum of one of the following:</p> <ul style="list-style-type: none"> • Current National CDA Credential • Competency Based Training and Assessment (CBTA) • Diploma from Association Montessori Internationale • Preprimary Credential, or Primary Diploma, or Provisional Certificate from the American Montessori Society • Armed Forces Certificate • Technical or Community College Child Development Certificate • Technical or Community College Child Development Diploma • At least 16 approved semester credits. 	<p>A minimum of three years direct service experience and provided 10 hours of training related to the Minnesota Core Competencies.</p>	<p>Completed Registry Trainer Application by Dec. 31, 2009; 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.</p>	<p>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 Registry and CCR&R.</p>

Trainer Type Matrix

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 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 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 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.
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.

Trainer Type Matrix

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.
Content Expert (Qualified to conduct content trainings 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 (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.
Specialty Trainer (Restricted to training in approved specialty only.)	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, 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.

Trainer Type Matrix

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.

EXEMPT TRAINERS

- The Trainer Approval process does not apply to 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 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. Exempt trainers must still complete training applications for training approval and submit attendance and evaluation sheets when appropriate.
- Nationally 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 vitae or resume.

Trainer Type Documentation Guidelines

After completing the Trainer Application on the Minnesota Center for Professional Development Registry, please send in the documentation listed for the Trainer Type you are applying for. 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. Please send them along with your resume or curriculum vitae and three letters of reference. One reference must come from a current employer, supervisor or someone who can attest to your professional work. (See Higher Education Faculty checklist and Exempt Trainer Addendum if you teach courses at a college or university.)

Provisional Trainer I Checklist

1. Copy of HS Diploma or GED.
2. Resume documents a minimum of 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. (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.
6. Professional Development Plan (located at <http://www.mncpd.org>).

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 a minimum of 16 approved semester credits.
2. Resume documents a minimum of 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. (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.
6. Professional Development Plan (located at <http://www.mncpd.org>).

Trainer I Checklist

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 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 current employer, supervisor or someone who can attest to your professional work.

Trainer II Checklist

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 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 current employer, supervisor or someone who can attest to your professional work.

Master Trainer Checklist

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.

Cultural Community Expert/ Designated Community Elder Checklist

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.

Content Expert Checklist

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.

Specialty Trainer Checklist

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.

Guest/Visiting Trainer Checklist

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.

Higher Education Faculty Checklist

Higher Education Faculty who want to 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.

EXEMPT TRAINERS

- The Trainer Approval process does not apply to 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 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. Exempt trainers must still complete the Orientation to the MNCPD Registry, training applications for training approval and submit attendance and evaluation sheets when appropriate.
- Nationally 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.

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.

The following Trainer Types are related specifically to education and experience in the field:

- **Provisional Trainer I**
 - Earned a High School Diploma or General Equivalency Diploma (GED).
- **Provisional Trainer II**
 - Earned 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.
- **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 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 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.
- **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 Advisor/ 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.
- **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.
- **Exempt Trainers:** The Trainer Approval process does not apply to 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 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 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 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.

Education

- **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).

Experience

- **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 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.

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.

If the application is not filled out completely, it will be returned to you for completion, which will result in additional processing time. This form is available online at www.mncpd.org. This form may be downloaded and completed on your computer. You can “tab” through, fill it out and mail it in with your supporting documents or e-mail as an attachment to: MNCPD.Registry@metrostate.edu.

Please send copies of the requested materials. Your training application materials will be kept on file. Additional information on the training and trainer approval criteria and the application process can be found on the MN Center for Professional Development website: www.mncpd.org.

Once all your materials are received, the Training and Curriculum Support Coordinator will confirm completion of your file and forward a blind copy of the Training Content portion of your application to the Training Approval Committee, who will review the training request.

Training Approval Process:

1. Join the Trainer Registry by completing the online trainer application at www.mncpd.org and sign and submit the Trainer Agreement Form (if you have not already done so). This step is important because only trainings submitted by MNCPD approved trainers or sponsors will be reviewed.
2. Complete the Training Approval Request Form located next in this packet or at www.mncpd.org.
3. Send your supporting documentation as listed in the Training Approval Request Form.
4. After we receive all of your information, we will then forward your training to the Training Approval Committee. This committee includes professionals with the education of a Master Trainer. However, content experts may also serve on the committee to review training related to their area of expertise.
5. An email notification will be sent to the individual/organization submitting training, indicating the approval status of the request. Approval will be valid for three years, after which the training would need to be resubmitted for continued approval.



TRAINING APPROVAL REQUEST FORM

Tracking # (office use only): _____

<p>Name:</p> <p>Address:</p> <p>City: State: Zip</p> <p>County:</p> <p>Phone:</p> <p>Email:</p> <p>Organizational Sponsor, if applicable:</p> <p><input type="checkbox"/> Child Care Resource and Referral</p> <p><input type="checkbox"/> Other, please specify</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</p> <p><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 Elder</p> <p><input type="checkbox"/> Content Expert</p> <p><input type="checkbox"/> Specialty 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 workshop presentations are of shorter duration)

Minnesota Core Competency Content Area(s):

Level:

CDA Content Area(s):

Trainer's Registry ID # _____ and/or Sponsoring Organization's ID# _____ or CCRR _____

TRAINING INSTRUCTIONAL PLAN

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 measurable 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, methods to be used and 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)

The training relates to the following Minnesota Early Childhood OR School Age Core Competence (Check all that applies; include letters of the specific content components for the training):

EXAMPLE: Refer to page 5 of the Minnesota Core Competencies for Early Childhood, Core Content Area I. Child Growth and Development, Level 1, and choose the letters corresponding to the descriptions of topics you will be addressing.

- a. Recognizes children learn through play.
- b. Recognizes individual personalities and temperaments of children.
- c. Accepts cultural and linguistic variations and the effects those variations may have on behavior and development.
- d. Accepts special needs variations and the effects those variations may have on behavior and development.

Content Area	Level	Indicators				
<input checked="" type="checkbox"/> I. Child Growth and Development	<input checked="" type="checkbox"/> 1	Letters a, b & d				
	<input type="checkbox"/> 2	Letters				
Content Area	Level	Letters	Level	Letters	Level	Letters
<input type="checkbox"/> I. Child Growth and Development	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
II. Learning Environment and Curriculum	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> IIa. Creating the Learning Environment	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> IIb. Promoting Physical Development	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> IIc. Promoting Language Development and Literacy	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> IId. Promoting Cognitive Development	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> IIe. Promoting Personal and Social Development	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> IIIf. Promoting Creativity and the Arts	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> III. Assessment and Planning for Individual Needs	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> IV. Interactions with Children	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> V. Families and Communities	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> VI. Health, Safety, and Nutrition	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> VII. Program Planning and Evaluation	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			
<input type="checkbox"/> VIII. Professional Development & Leadership	<input type="checkbox"/> 1		<input type="checkbox"/> 2		<input type="checkbox"/> 3	
	<input type="checkbox"/> 4		<input type="checkbox"/> 5			

Please indicate the hours for the primary core competency content areas covered in the training (e.g., 2 hours on Child Growth and Development and 1 hour on Health, Safety, and Nutrition). Do not include competency areas that are covered less than 30 minutes.

Hours:

- _____ I. Child Growth and Development
- _____ II. Learning Environment and Curriculum
 - _____ 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

Hours:

- _____ 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

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

The training relates to the following CDA content areas (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Safe, Healthy Learning Environment | <input type="checkbox"/> Effective Program Operation |
| <input type="checkbox"/> Physical and Intellectual Development | <input type="checkbox"/> Maintaining Professionalism |
| <input type="checkbox"/> Social and Emotional Development | <input type="checkbox"/> Observing and Recording Behavior |
| <input type="checkbox"/> Productive Relationships with Families | <input type="checkbox"/> Principles of Child Growth and Development |

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):

- In Person Web Based
- Self-Paced Other Course Type (Please specify)

Trainer Role (Check all that apply):

- | | |
|--------------------------------------|--|
| <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 | |

Deliver Method (Check all that apply):

- | | | |
|--|---|----------------------------------|
| <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 return this form, the training instructional plan, and supporting documents to:
MNCPD.Registry@metrostate.edu

OR

Training Approval Coordinator
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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