

Professional Development KITS

in-house

Trainer Guides

2013

Guides for Four Focus Areas

- Professionalism
- Families
- Learning Environment /
Program for Children
- A Supportive and Caring Community
of Learners

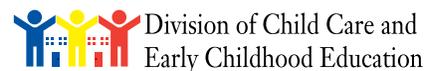


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June 2013

Introduction to Professional Development KITS In-house Trainer Guides

Purpose

Professional Development KITS – In-house Trainer Guides were developed through a contract with the Division of Child Care and Early Childhood Education. The guides are intended for use by directors and/or trainers of staff in programs serving children from birth to kindergarten.

Directors of many early care and education programs in Arkansas are currently providing in-house training for staff and will continue to do so. The availability of the guides can increase the quality of professional development opportunities offered in-house and support programs in meeting some of the requirements for **Better Beginnings**.

The information in the guides is in support of Minimum Licensing Requirements (MLR), the Infant/Toddler Environment Rating Scale (ITERS) and the Early Childhood Environment Rating Scale (ECERS). However, the information is not intended to include all of the requirements and/or components of those documents.

Format

There are guides for four focus areas: Professionalism, Families, Learning Environment/Program for Children, and A Supportive and Caring Community of Learners. Each guide is divided into training session topics specific to that focus area. While each session is structured to last approximately 60 minutes, trainers may choose to tailor the sessions to meet the training needs of staff and the time schedule of their program.

Most of the sessions in each focus area have been designed to be presented in sequential order. However, if your program chooses to use an individual session, there will be additional directions given for a stand-alone session.

Development

Dot Brown, President of Early Childhood Services, Inc, and Beverly C. Wright, an adjunct instructor at the University of Arkansas at Little Rock, are the developers of the guides. Both have had extensive experiences in developing professional development materials that are being used by trainers all across the state. Dot served as a director of a child care program in Little Rock for six years and remains committed to supporting programs in providing high quality early care and education for young children. Beverly is much sought after as a presenter at early childhood conferences, especially in the area of language and literacy. Both Dot and Beverly are registered trainers in the TAPP Registry.

In 2012-2013, the fourth focus area, A Supportive and Caring Community of Learners, was developed through a sub-contract with the University of the Ozarks in Clarksville. Shelli Curlin Henehan, Ed.D., Assistant Professor of Education for the University of the Ozarks' Education Division, supervised the project.

As the guides were being developed, they were reviewed by three current directors and a person who is a former director and a seasoned instructor and trainer. Feedback received from the reviewers was considered as revisions were made to the guides.

An Invitation

Directors and trainers are invited to review the guides and ask themselves this question: “Do I think my program will be strengthened if I begin using the **Professional Development KITS – In-house Trainer Guides** with staff?” If the answer is “yes” then begin using the guides for in-house professional development sessions.

TAPP Registry

Introduction to the TAPP Registry

Traveling Arkansas’ Professional Pathways (TAPP) is the professional development system for early educators in Arkansas. TAPP is the professional development system for those who care for and educate children in our state.

The **TAPP Map** (See **Attachment #1**) describes levels of professional development based on education and training. The three levels are: Foundation, Intermediate and Advanced.

One of the main components of the system is the TAPP Registry which is the tracking component of TAPP. The Registry serves both trainers and practitioners in the field of early care and education.

Becoming a member of the TAPP Registry is a key requirement of **Better Beginnings, Arkansas Quality Rating Improvement System**.

Become a part of the TAPP Registry

For Directors and/or trainers planning to use the Professional Development KITS guides for in-house training of staff and who are not verified trainers in the TAPP Registry, this information is for you. Consider applying to the TAPP Registry to become a verified trainer. The website, email address and phone numbers for the Registry are listed at the end of this section. Contact the Registry and request information about becoming a verified trainer.

For your staff members who are not current members of the TAPP Registry, have them apply to become a part of the Practitioner Registry. By filling out an application, they will be assigned a number that will be used to track the registered trainings they attend. Have your staff members contact the Registry and request information about the Practitioner Registry.

Once you have become a verified trainer, you can register the in-house training sessions in the TAPP Registry. When you have completed the training and have submitted the required information to the Registry, the number of training hours received by your staff members who are in the Practitioner Registry will be posted to their transcripts.

When registering training:

- Plan each session within a Focus Area to be at least one hour in length.
- Submit a **Training Registration** form for each session. See **Attachment #2** for a completed example. See **Attachment #3** for the **Training Registration** form. The Registry will assign a course ID number for the session.

When completing the Training Registration Form, you will be asked in Section 5 to *Please check the Competency Area that will be addressed in this professional development opportunity. (Choose up to 5)* You will check the Competency Area for the Focus Area sessions as follows:

Focus Area	Competency Area
Professionalism	<ul style="list-style-type: none"> • Professionalism
Families	<ul style="list-style-type: none"> • Family
Learning Environment / Program for Children	<ul style="list-style-type: none"> • Creating Caring Communities to Support Learning & Development • Assessment and Evaluation
A Supportive and Caring Community of Learners	<ul style="list-style-type: none"> • Creating Caring Communities to Support Learning & Development

At the beginning of the training:

- Have each participant complete an **Attendance Form** (See **Attachment #4**).

At the end of the training:

- Have each participant complete an **Evaluation Form** (See **Attachment #5**).
- Submit the required information to the Registry: Attendance Form and an Evaluation Form completed by each participant.

Trainer Note: *Check the TAPP Registry periodically for any changes to the TAPP Map and the competency areas.*

How to contact the TAPP Registry:

Website: <http://professionalregistry.astate.edu>

Email address: prof_registry@astate.edu

Phone: 888-429-1585
870-972-3556

Training Tips and Techniques

Set some ground rules

Just as children need rules for behavior in a group, so do adults. And just like children, adults respond much better to rules if they have been involved in setting them.

At the beginning of the first session, post on the wall a chart sheet titled **Strategies for Successful Sessions**. Include the first three bullets. Involve participants in adding to the third bullet their ideas for showing respect to others. Examples of showing respect are included in *italics* and are **highlighted**. Have the chart posted during all sessions.

Strategies for Successful Sessions

- Be an active participant
- Stay focused on the topic
- Show respect:
 - ✓ *Listen when others speak*
 - ✓ *Allow others an opportunity to participate*
 - ✓ *Avoid personal attacks on other*
 - ✓ *Accept ideas of others without judging or criticizing*

Think about the participants

The participants are adults. Most will have experiences to bring to the training. They probably have been involved with children all day and may be tired. Many will have family and home responsibilities. Some may be concerned that they will be expected to change the way they have been doing things. Others will be anxious about how they will be perceived by their colleagues during the sessions.

The role of the trainer is to take into consideration all of these realities and concerns while presenting the materials outlined in the training guides in a way that accomplishes the stated objectives and is a positive learning experience for each participant.

Create a comfortable environment for participants

- Provide adult chairs, preferably with padding
- Provide adult-height tables for work space
- Provide a well lighted area
- Have light refreshments, especially after a work day. Avoid letting the refreshments become the focus of the sessions.
- Arrange seating to facilitate participant's ability to see, hear, and to move about comfortably
- Keep the room a comfortable temperature

Create a positive adult learning experience

- Be prepared. Have all of your materials ready and arranged in the order in which they will be presented
- Start and end the sessions on time
- Place yourself so that there is no barrier between you and the participants
- Decide how you are most comfortable as a trainer; standing at the side of a podium or sitting at the table with participants, for example.
- Listen to the suggestions and ideas of participants and respond to their questions. If necessary, help them see a different way to do things.
- Show respect for individuals; respect for what they know and for themselves

Create a climate for change

- Help participants see how changing the way they are working can make their jobs easier, less stressful and more satisfying.
- Include the suggested follow-up activities which participants can implement right away. This will help them recognize the value of the information they received in the sessions.
- Be involved in the follow-up activities. Support their efforts to change.

References and Resources

Resources available from the Division of Child Care & Early Childhood Education

A Story a Month
Adventures for Toddlers (curriculum for 18-36 month olds)
Adventures in Learning (curriculum for 3-5 year olds)
Arkansas Early Childhood Education Framework Handbook
Arkansas Framework for Infant and Toddler Care
B.A.M.M.M! - Books and Movement - A Magical Mix
Better Beginnings Toolkit
Getting Children Ready for Kindergarten - A Guide for Teachers and Caregivers of
Preschool Children
Getting Ready for Kindergarten - A Calendar of Family Activities
Infant and Toddler Family Connection
Minimum Licensing Requirements for Child Care Centers (current)
Picture This: A Framework for Quality Care and Education for Children from Three to
Five
Picture This: A Framework for Quality Care for Infants and Toddlers
The Family Connection (for 3-5 year olds)

Videos

Getting to Know Children through Observation
Math and Science Experiences for Preschool Children: Hands-on Learning in Small
Groups
Read It Again! Experience the Joy of Reading Aloud with Children

Additional References and Resources

A Trainer's Guide to Creative Curriculum for Preschool
by Candy Jones and Diane Trister Dodge, Teaching Strategies, Washington, DC (2006)

Active for Life: Developmentally Appropriate Movement Programs for Young Children
by Stephen W. Sanders, National Association for the Education of Young Children,
Washington, DC (2002)

Code of Ethical Conduct & Statement of Commitment, National Association for the
Education of Young Children (2005)

Creative Curriculum for Infants, Toddlers & Twos , Second Edition, by Diane Trister
Dodge, Sherrie Rudick & Kai-lee Berke, Teaching Strategies, Washington, DC (2006)

Creative Curriculum for Preschool , Fourth Edition, by Diane Trister Dodge, Laura J.
Colker & Cate Heroman, Teaching Strategies, Washington, DC (2002)

Designing Preschool Movement Programs by Stephen W. Sanders, Human Kinetics
Publishers, Champaign, IL (1992)

Developmentally Appropriate Practice in Early Childhood Programs , Third Edition, Carol Copple & Sue Bredekamp, editors, National Association for the Education of Young Children, Washington, DC (2009)

Early Childhood Environment Rating Scale, Revised Edition, by Thelma Harms, Richard M. Clifford, Debby Cryer, Teachers College Press, New York (1998)

Early Childhood Workshops that Work by Nancy P. Alexander, Gryphon House. Beltsville, MD (2000)

Family Friendly Communications for Early Childhood Programs by Deborah Diffily & Kathy Morrison, editors, National Association for the Education of Young Children, Washington, DC (1996)

Infant / Toddler Environment Rating Scale, Revised Edition, by Thelma Harms, Debby Cryer & Richard M. Clifford, Teachers College Press, New York (2003)

Learning Activities for Infants and Toddlers by Betsy Squibb, Children's Resources International, Inc., Washington, DC (2000)

Preschool Classroom Management by Laverne Warner & Sharon Anne Lynch, Gryphon House, Beltsville, MD (2004)

Simple Steps: Developmental Activities for Infants, Toddlers, and Two-Year-Olds by Karen Miller, Gryphon House, Beltsville, MD (1999)

The Portfolio Book: A Step-by-Step Guide for Teachers by Elizabeth E. Shores & Cathy Grace, Gryphon House, Beltsville, MD (1998)

Transition Magician: Strategies for Guiding Young Children in Early Childhood Programs by Nola Larson, Mary Henthorne & Barbara A. Plum, Redleaf Press, St. Paul, MN (1994)

Glossary of Terms

Anecdotal records - Written recordings of a teacher's observations of a child; recordings of what the child does and says in the natural setting of the classroom or outdoors

Better Beginnings – Arkansas' quality rating improvement system for child care programs

Components of Better Beginnings Standards

- Administration
- Administrator/Staff Qualifications
- Professional Development
- Learning Environment
- Environmental Assessment
- Child Health and Development

Child's Portfolio - A system for collecting and organizing a child's work to document progress over time; a purposeful collection of items that is representative of a child's efforts, achievements and progress

Early childhood (3-5 year olds) benchmarks - A level of performance that can be supported through a child's performance and documentation of a child's performance, behavior, and by samples of a child's work

Ethical dilemma - A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities

Floor time - Includes a variety of planned and spontaneous experiences with infants; opportunities for language, large and small motor development, dramatic play and cognitive learning

Infant and toddler (0 - 36 months) benchmarks - A level of behavior or skill that can be supported through observations, descriptions, documentations and by samples of a child's work

Key content areas - A set of content areas that defines what early care and education professionals know and understand in order to provide quality experiences for children, regardless of the setting in which care and education occurs. Key content areas are a part of TAPP, the professional development system for those who care for and educate children in our state

Learning centers - Areas organized throughout the classroom that include materials that children self-select to give them hands-on learning experiences in all developmental strands

Professional - A person who has education and training specific to his or her profession and whose behavior reflects positively on that profession

TAPP – Traveling Arkansas’ Professional Pathways (TAPP) is the professional development system for those who care for and educate children in our state.

TAPP MAP – describes levels of professional development based on education and training. The three levels are: Foundation, Intermediate and Advanced.

TAPP Registry – the tracking component of TAPP. The Registry serves both trainers and practitioners in the field of early care and education

Work samples - A collection of a child’s work that comes from the child’s voluntary activities, not teacher directed or assigned experiences; samples such as a child’s drawings and writing samples or a story dictated to a teacher and illustrated by the child