

TRAINER COMPETENCIES SNAPSHOT



Competency 1: Professionalism and Ethics

Ethical Conduct

- Knowledgeable in applicable code of ethical conduct, such as NAEYC Code of Ethical Conduct, Code of Ethical Conduct Supplement for Early Childhood Adult Educators, or DEC Code of Ethics.
- Demonstrates ethical conduct based on the NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators.

Professional Conduct

- Prepares and tests learning management system functions (if online) prior to training dates.
- Responds to participant questions and concerns professionally and respectfully and in a timely manner.
- Maintains confidentiality except when receiving reports of clear KDHE licensing violations and/or situations which fall under mandated child abuse and neglect reporting.
- Presents a professional presence in appearance (business casual) and language used with participants (respectful and culturally appropriate).
- Maintains a professional learning environment with minimal distractions.

Trainer Professional Development & Mentoring

- Creates and completes individual professional development plan, to be updated annually, that includes relevant training topics.
- Participates in mentoring or coaching activities related to personal growth as a trainer.

Cultural Responsiveness & Awareness

- Respectful and responsive to participants who bring diverse experiences.
- Aware of the impact of diversity on learning experiences.
- Recognizes, through regular self-reflection, the influence of one's own culture on personal and professional interactions.



Competency 2: Supporting Adult Learners

Adult Learning Styles

- Knowledgeable in adult learning styles, including visual, auditory, and kinesthetic preferences.
- Demonstrates ability to engage adult learners based on their learning styles.
- Knowledgeable of basic principles of adult learning.
- Practices reflective questioning to promote problem-solving, understanding points of view, analysis, and planning.

Adult Learning Characteristics

- Adapts interactions based on individual differences, including cultural variations, reading level, etc.
- Identifies and respects individuals' motivation to learn.

Building Relationships

- Maintains professional boundaries and relationships that support the needs of participants.
- Maintains an open relational style that positively contributes to the training environment.



Competency 3: Content Knowledge

Standards & Regulations

- Demonstrates knowledge of early learning and development standards, quality standards, and state licensing regulations.
- Connects standards and regulations to training content.
- Encourages providers to become familiar with and maintain compliance with standards and regulations to promote quality improvement.



Competency 3: Content Knowledge cont.

Content

- Demonstrates knowledge of content.
- Uses skills, practical knowledge, and prior experiences to expand on training content.
- Uses knowledge of early childhood topics to refer providers to relevant services or support networks.
- Knowledgeable of the concept of universal design for instruction.
- Exhibits ability to discuss adaptations for instruction with children.

Early Childhood Settings

- Exhibits knowledge of and familiarity with early childhood settings.
- Relates training content to online participants' settings.

Professional Development

- Expands knowledge of content through continued education, training, certifications, professional experiences, and self-reflection.
- Recognizes own limitations and understands when referral to additional support systems or agencies is necessary.



Competency 4: Delivery & Facilitation

Environment

- Fosters a welcoming and responsive learning environment.
- Sets expectations for respectful interactions.

Technology & Materials

- Demonstrates proficiency with technology, including computers and programs, projectors, etc.
- Demonstrates proficiency in trouble shooting, including ability to adapt to unexpected events where planned technology is unavailable.
- Uses other non-technological materials as appropriate to enhance learning for participants.
- Uses multiple strategies (ex; activities, role playing, vignettes) to reinforce training content.
- Includes strategies to promote discussion between training participants.

Individualization

- Adjusts training facilitation to meet both the needs of the group and, when appropriate, individual learning styles of training participants.
- Provides targeted individual support when appropriate to scaffold or increase the understanding of individual training attendees.
- Adapts training activities when necessary to ensure they are culturally relevant to the training participants.
- Knowledgeable of participants educational level and/or educational history/experience.

Participant Engagement

- Facilitates discussions that encourage participants to share personal experiences.
- Encourages and expands on experiences that add value to the discussion.
- Uses a variety of examples and activities to reinforce content.

Problem Solving Strategies

- Identifies functional or creative solutions to meet the needs of individuals.
- Uses strength-based conflict resolution and problem-solving strategies.



Competency 5: Assessment and Evaluation

Participant Outcomes

- Uses formative and summative assessments and participant feedback to assess participants' knowledge gained.
- Uses formative and summative assessments and participant feedback to identify strategies participants may use to ensure training transfer and implementation of training content in the workplace.
- Demonstrates ability to understand outcomes of assessment/evaluation data.

Quality Assurance & Improvement

- Collects and uses participant feedback, formative and summative assessments, formal and informal observations, and/or trainer self-reflection to evaluate participant satisfaction with the training content, materials, and facilitation.
- Collects and uses participant feedback, formative and summative assessments, formal and informal observations, and/or trainer self-reflection to evaluate the effectiveness of the training content, materials, and facilitation.
- Analyzes participant feedback, formative and summative assessments, formal and informal observations, and/or trainer self-reflection to assess goodness of fit between participant outcomes, learning objectives, and trainer facilitation; uses this information to determine necessary adjustments, revisions, or improvements that will increase the likelihood of positive participant outcomes.