



# TRAINER COMPETENCIES



AD ASTRA PER ASPERA  
**Kansas**  
Department for Children  
and Families  
*Program Funding Partner*



**KCCTO**  
Kansas Child Care Training Opportunities



# TABLE OF CONTENTS

<b>Introduction</b> .....	4
Purpose of Trainer Competencies .....	4
<b>Core Competencies</b> .....	8
Overview and Explanation .....	8



<b>Competency 1: Professionalism and Ethics</b> .....	9
1. Ethical Conduct .....	10
2. Professional Conduct .....	10
3. Trainer Professional Development and Mentoring .....	10
4. Cultural Responsiveness & Awareness .....	10



<b>Competency 2: Supporting Adult Learners</b> .....	12
1. Adult Learning Styles .....	12
2. Adult Learning Characteristics .....	12
3. Building Relationships .....	12



<b>Competency 3: Content Knowledge</b> .....	14
1. Principles and Theory .....	14
2. Standards and Regulations .....	14
3. Content .....	14
4. Early Childhood Settings .....	14
5. Professional Development .....	14



<b>Competency 4: Delivery &amp; Facilitation</b> .....	16
1. Environment .....	16
2. Technology and Materials .....	16
3. Individualization .....	17
4. Participant Engagement .....	17
5. Problem Solving Strategies .....	17



<b>Competency 5: Assessment and Evaluation</b> .....	19
1. Participant Outcomes .....	19
2. Quality Assurance and Improvement .....	19

<b>Core Knowledge Needed by Kansas Trainers</b> .....	21
---	----

<b>Definitions, Resources, and References</b> .....	23
---	----

# INTRODUCTION

The Trainer Competencies define the necessary knowledge and skills for adult educators. These professionals represent a wide range of disciplines and provide support to the Kansas early childhood workforce. Training professionals adhere to varying regulations and standards within their fields, and work within multiple settings, communities, programs, agencies, and systems throughout the state. The Trainer Competencies support the Early Childhood Kansas cross-system and cross-sector professional development system - with the ultimate goal to provide high quality services to young children and their families (Lingham, 2006).



## PURPOSE OF TRAINER COMPETENCIES

### ALL PROFESSIONAL DEVELOPMENT (EDUCATION, TRAINING & TECHNICAL ASSISTANCE) SHOULD:

- ▶ **Be designed using evidence-based best practices, be consistent with the principles of adult learning, and be structured to promote linkages between research, theory, and practice.**
- ▶ **Address the continuum of young children’s abilities and needs.**
- ▶ **Respond to each learner’s background (including cultural, linguistic, and ability), experiences, and the current context of her role and professional goals.**
- ▶ **Include resources to ensure access for all. (NAEYC & National Association of Child Care Resource & Referral Agencies, 2011, p. 5)**

Professional development is a necessary step to providing high-quality care and education to young children and their families. According to National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource & Referral Agencies, all professional development should have certain characteristics. Trainers of early childhood professionals should understand the characteristics of high-quality professional development listed below and have the knowledge and skills necessary to facilitate training in a way that reinforces the “concept of learning as a ‘process rather than an event’” (NAEYC & National Association of Child Care Resource & Referral Agencies, 2011, p. 5).

For trainers to convey training as a process of learning rather than just an event, they should possess certain competencies, many of which address the characteristics of high-quality professional development put forth by NAEYC. Kansas Child Care Training Opportunities (KCCTO) has identified five competencies that, at minimum, trainers in Kansas should possess to best facilitate the process of learning during training both online and in-person. These competencies should guide trainer’s preparation for training as well as their own ongoing self-reflection and professional development.





## STATE & NATIONAL TRAINING REQUIREMENTS

Early childhood professionals in the state of Kansas seek training for a variety of reasons. Kansas trainers should be familiar with state and national training requirements in order to communicate to early childhood professionals whether the offered training satisfies the requirements.

Most commonly, Kansas early childhood professionals will search for training to meet Kansas Department of Health and Environment (KDHE) licensure requirements, Kansas Department for Children and Families (DCF) subsidy or foster care requirements, or national Child Development Associate (CDA) Credential professional education requirements. Some professionals may seek a professional teaching license, issued by the Kansas State Department of Education (KSDE).

However, early childhood professionals may also seek training that addresses an individualized professional development plan (IPDP), complies with a corrective action/non-compliance plan, meets Kansas Links to Quality requirements, or satisfies their own interest in learning new information.

ORGANIZATION:	TRAINING REQUIREMENTS FOR:	KANSAS TRAINERS SHOULD BE FAMILIAR WITH:
<b>KDHE</b>	<ul style="list-style-type: none"> <li>• Initial licensure</li> <li>• Annual licensure</li> </ul>	<ul style="list-style-type: none"> <li>• Hour requirements</li> <li>• Topic requirements</li> </ul>
<b>DCF</b>	<ul style="list-style-type: none"> <li>• Subsidy providers</li> <li>• Foster Care providers</li> </ul>	<ul style="list-style-type: none"> <li>• Topic requirements</li> </ul>
<b>CDA Council*</b>	<ul style="list-style-type: none"> <li>• Initial CDA professional education</li> <li>• CDA renewal professional education</li> </ul>	<ul style="list-style-type: none"> <li>• The 3 common CDA settings</li> <li>• Professional education hour requirements</li> <li>• 8 CDA subect areas</li> </ul>
<b>KSDE</b>	<ul style="list-style-type: none"> <li>• Professional License**</li> </ul>	<ul style="list-style-type: none"> <li>• Kansas Colleges or Universities offering accredited early childhood programs</li> </ul>

\*Many settings/programs require a CDA as a minimum qualification for certain positions. To aid these early childhood professionals, trainers should be familiar with how their training applies to CDA professional education requirements, specifically the 8 subject areas and the CDA Candidate's target audience (CDA setting).

\*\*Providers with an AA or BA in Early Childhood Education, Development, or related field.





## CORE COMPETENCIES FOR EARLY CHILDHOOD & YOUTH DEVELOPMENT PROFESSIONALS (KANSAS & MISSOURI)

The Kansas and Missouri Core Competencies for Early Childhood and Youth Development Professionals outline what knowledge is needed “to provide quality early childhood and youth development activities and interactions ... for infants, toddlers, preschoolers, school-age children, and older youth” (Child Care Aware of Kansas, OPEN Initiative, Missouri AfterSchool Network, & Kansas Enrichment Network, 2011, p. 3). In addition to setting a framework that defines standards for early childhood and youth development standards, central to the core competencies is the belief that:

**Competent, well-trained professionals are the key to quality child and youth programs. Professional development requires reflection on practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences. (Child Care Aware of Kansas, OPEN Initiative, Missouri AfterSchool Network, & Kansas Enrichment Network, 2011, p. 4).**

Kansas trainers need to understand the core competencies for early childhood professionals and be able to provide training that both addresses specific competencies and helps these professionals connect the competencies to their own work with young children.



## KANSAS EARLY LEARNING STANDARDS



The Kansas Early Learning Standards (KELS) are intended to be used by early care and education professionals to improve instructional planning and teaching, individualize intentional instruction, and develop or select appropriate curriculum.

The standards “set the stage for meaningful and appropriate assessment [and] promote quality programming for ALL children. [The] standards provide guidance for early care and education professionals’ instructional decisions and can be used to promote professional development that will enhance the quality of programs” (Kansas State Department of Education, 2014, p. 7-8).

Kansas trainers should be familiar with the KELS developmental content areas, how the KELS relate to the training they offer, and how this knowledge can be transferred into practice.





## Kansas Family Engagement & Partnership Standards for Early Childhood

The Kansas Family Engagement and Partnership Standards for Early Childhood “provide guidance for families, practitioners, community members, and educators to examine current family engagement practices and plan future strategies to engage families in their children’s development and learning” (Kansas Parent Education Resource Center, n.d., p. 2). Quality child care programs should include frequent and respectful collaboration and partnership between the early childhood provider and the families of the children in care. The professional development topics an early childhood provider chooses can be useful not only for direct application in the child care setting but also for engagement and education with families.

Kansas trainers should be familiar with the Kansas Family Engagement and Partnership Standards. Kansas trainers should be able to communicate to training participants how to create quality interactions and partnerships with families the information learned in training.



# CORE COMPETENCIES



## OVERVIEW & EXPLANATION

After a careful review of *Assessing Trainers of Early Childhood Practitioners: A Review of Current Literature* (Menninga & Susman-Stillman, 2016), current trainer competencies nationwide, and past versions of KCCTO trainer competency documents, it was determined five overall competencies to be critical for Kansas trainers. At a minimum, Kansas trainers should possess these competencies and knowledge of the core topics listed in the previous section of this document to promote transfer efficiently and effectively during facilitated training.



**Competency 1: Professionalism and Ethics**



**Competency 2: Supporting Adult Learners**



**Competency 3: Content Knowledge**



**Competency 4: Training Delivery & Facilitation**



**Competency 5: Assessment and Evaluation**





## Competency 1: Professionalism and Ethics

Trainers not only represent the agency sponsoring the training but also vouch for the integrity of the information presented and the importance it plays in promoting quality in practice. Ethical and professional conduct is essential for trainers to successfully engage training participants in the exploration of the training content and encourage the transfer of that knowledge to practice. Professionalism and Ethics explores responsibilities assigned to trainers as defined in three areas: Ethical Conduct, Professional Conduct, and Professional Development and Mentoring.

### 1. ETHICAL CONDUCT

*The NAEYC Code of Ethical Conduct and Statement of Commitment* outlines the ethical responsibilities of early childhood professionals and provide guidance on how early childhood professionals can fulfill these ethical responsibilities. The *NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators* expands on these and provides additional guidance for professionals who teach adults to work in early childhood settings. Trainers should be familiar with these responsibilities and embody the codes in their work.

#### NAEYC CODE OF ETHICAL CONDUCT AND STATEMENT OF COMMITMENT

1. Ethical Responsibilities to Children
2. Ethical Responsibilities to Families
3. Ethical Responsibilities to Colleagues
4. Ethical Responsibilities to Community and Society

#### NAEYC CODE OF ETHICAL CONDUCT SUPPLEMENT FOR EARLY CHILDHOOD ADULT EDUCATORS

1. Ethical Responsibilities to Adult Learners
2. Ethical Responsibilities to Practicum Sites
3. Ethical Obligations to Institutions of Higher Learning and Agencies Providing Training
4. Ethical Responsibilities Regarding Colleagues
5. Ethical Responsibilities to Children and Families
6. Ethical Responsibilities to Community, Society, and the Field of Early Childhood Education



## 2. PROFESSIONAL CONDUCT

Sponsoring agencies expect trainers to conduct themselves professionally when interacting with training participants. Professional conduct includes professional appearance and interactions, being prepared for training whether online or in person, responding to training participant questions and concerns respectfully and in a timely manner, and maintaining confidentiality except when upholding mandated reporter responsibilities. Trainers should exhibit professional conduct in all instances but particularly when representing an organization or agency sponsoring the training.

## 3. TRAINER PROFESSIONAL DEVELOPMENT & MENTORING

Trainers should plan for continued personal professional development by creating annually updated Individualized Professional Development Plans (IPDPs) that encourage professional growth through self-reflection, goal setting, and identification of areas of need for mentoring. Ideally, trainers will review these IPDPs and their progress with peers or mentors.

## 4. CULTURAL RESPONSIVENESS & AWARENESS

Trainer should provide respectful and responsive interactions with participants who bring diverse experiences. Aware of how culture (shared norms, beliefs, and behavioral expectations) influences the work of a trainer, the trainer can assist participants in perspective taking and exploration, and to include cultural inclusion in IPDP. Recognizes impact of own culture influences work through regular self-reflection.



# Competency 1: Professionalism and Ethics

COMPETENCY AREA	INDICATOR
<b>Ethical Conduct</b>	<ul style="list-style-type: none"><li>• Knowledgeable in applicable code of ethical conduct, such as <i>NAEYC Code of Ethical Conduct</i>, <i>Code of Ethical Conduct Supplement for Early Childhood Adult Educators</i>, or <i>DEC Code of Ethics</i>.</li><li>• Demonstrates ethical conduct based on the <i>NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators</i>.</li></ul>
<b>Professional Conduct</b>	<ul style="list-style-type: none"><li>• Prepares and tests learning management system functions (if online) prior to training dates.</li><li>• Responds to participant questions and concerns professionally and respectfully and in a timely manner.</li><li>• Maintains confidentiality except when receiving reports of clear KDHE licensing violations and/or situations which fall under mandated child abuse and neglect reporting.</li><li>• Presents a professional presence in appearance (business casual) and language used with participants (respectful and culturally appropriate).</li><li>• Maintains a professional learning environment with minimal distractions.</li></ul>
<b>Trainer Professional Development &amp; Mentoring</b>	<ul style="list-style-type: none"><li>• Creates and completes individual professional development plan, to be updated annually, that includes relevant training topics.</li><li>• Participates in mentoring or coaching activities related to personal growth as a trainer.</li></ul>
<b>Cultural Responsiveness &amp; Awareness</b>	<ul style="list-style-type: none"><li>• Respectful and responsive to participants who bring diverse experiences.</li><li>• Aware of the impact of diversity on learning experiences.</li><li>• Recognizes, through regular self-reflection, the influence of one's own culture on personal and professional interactions</li></ul>





## Competency 2: Supporting Adult Learners

Just as early childhood professionals individualize teaching strategies with young children, so, too, should trainers approach the training of adults. A trainer who is competent in supporting adult learners can help training participants feel more confident about understanding training content. Training participants who are confident in their understanding of the content may then feel confident in applying the content to their work. Consequently, participants make positive change in their early childhood environment. Supporting Adult Learners explores responsibilities assigned to trainers as defined in three areas: Adult Learning Styles, Adult Learning Characteristics, and Building Relationships.

### 1. ADULT LEARNING STYLES

Some adults learn best by reading, others by speaking or listening, and others by interacting physically with the material. Trainers should be competent in addressing each of these learning styles for their training audience. Trainers should take particular consideration to provide varied learning opportunities when training online. Many times, the success of training transfer increases when trainers present the content in a way that addresses learning styles in combination.

### 2. ADULT LEARNING CHARACTERISTICS

In addition to an individual's learning style, varying internal and external factors can affect how a person learns—temperament, cultural variation, motivation to learn, education level, time of day or day of the week, etc. Trainers should make an effort to understand the characteristics of their training audience to make adjustments in delivery methods.

### 3. BUILDING RELATIONSHIPS

By being present in the moment, trainers understand the role, responsibilities, and boundaries of their profession including creating a safe, supportive environment that produces ongoing mutual respect and trust. The ability to maintain a style that is open, flexible, and confident contributes to the training environment through supporting individual values, beliefs, goals, and culture.



## Competency 2: Supporting Adult Learners

### COMPETENCY AREA

### INDICATOR

#### 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 style that contributes to the training environment.





## Competency 3: Content Knowledge

Trainers cannot be successful in facilitating transfer of training unless they are knowledgeable in the content being presented. Trainers should have a thorough understanding of the training content and sources used to inform the presentation. They should be able to direct training participants to appropriate resources if necessary. Trainers should also guide training participants in understanding the practical applications of the content in their work with young children. Content Knowledge explores responsibilities assigned to trainers as defined in five areas: Principles and Theory, Standards and Regulations, Content, Early Childhood Settings, and Professional Development.

### 1. PRINCIPLES & THEORIES

Trainers need to have an understanding of early childhood principles and theories informed by reliable research and practices. Additionally, trainers should be able to evaluate quality research as it relates to best practices and be able to frame training content through the lens of relevant research.

### 2. STANDARDS & REGULATIONS

Trainers in Kansas should be familiar with the standards and regulations in use by providers across the state and should keep a library of these resources for quick reference. Trainers should connect standards and regulations to their training content when appropriate and should encourage participants in trainings to be familiar with standards and regulations related to their position and facility type. See the “Definitions, Resources, and References” section at the end of this document for a list relevant to Kansas trainers.

### 3. CONTENT

Trainers can more efficiently meet training objectives when they are knowledgeable, experienced, and skilled in the content being trained. A high level of familiarity with the content allows trainers to draw from practical experience to provide relatable, real-world examples to training attendees. However, trainers should recognize their own limitations of content knowledge and make connections with support systems that can aid in the professional growth of training attendees.

### 4. EARLY CHILDHOOD SETTINGS

Kansas providers represent varied early childhood settings including family child care, centers, preschools, head starts, religious-based programs, home visiting programs, and school district sponsored programs. Trainers should be knowledgeable and familiar with the various types of early childhood settings to competently, and without bias, relate training content to the training participants’ work environment.

### 5. PROFESSIONAL DEVELOPMENT

Trainers have a responsibility to stay up to date on systems, standards, and early childhood topics. Continued professional development in these areas enables trainers to apply the most recent research-backed recommended practices and principles to training. Trainers should be committed to continued education in order to expand personal knowledge of early childhood topics, policies, and trends.



## Competency 3: Content Knowledge

COMPETENCY AREA	INDICATOR
<b>Principles &amp; Theory</b>	<ul style="list-style-type: none"><li>• Demonstrates knowledge of theory, research-based best practice, principles of child development, NAEYC Developmentally Appropriate Practice, DEC Recommended Practice, and trends in early childhood care and education.</li><li>• Maintains current and relevant resources.</li><li>• Demonstrates ability to understand and relate research to practical use.</li></ul>
<b>Standards &amp; Regulations</b>	<ul style="list-style-type: none"><li>• Demonstrates knowledge of early learning and development standards, quality standards, and state licensing regulations.</li><li>• Connects standards and regulations to training content.</li><li>• Encourages providers to become familiar with and maintain compliance with standards and regulations to promote quality improvement.</li></ul>
<b>Content</b>	<ul style="list-style-type: none"><li>• Demonstrates knowledge of content.</li><li>• Uses skills, practical knowledge, and prior experiences to expand on training content.</li><li>• Uses knowledge of early childhood services to refer providers to relevant services or support networks.</li><li>• Knowledgeable of the concept of universal design for instruction.</li><li>• Exhibits ability to discuss adaptations for instruction with children.</li></ul>
<b>Early Childhood Settings</b>	<ul style="list-style-type: none"><li>• Exhibits knowledge of and familiarity with early childhood settings.</li><li>• Relates training content to onsite or online participants' settings.</li><li>• Knowledgeable of the concept of natural environments and least restrictive environments for children with disabilities.</li></ul>
<b>Professional Development</b>	<ul style="list-style-type: none"><li>• Expands knowledge of content through continued education, training, certifications, professional experiences, and self-reflection</li><li>• Recognizes own limitations and understands when to engage additional support systems or agencies is necessary</li></ul>





## Competency 4: Delivery & Facilitation

The quality of delivery and facilitation can greatly affect transfer of information. Trainers should know how to fully use available resources and the training environment (whether online or in person, in small or large groups) to promote training transfer. The ultimate goal of all training is that the training participants take the knowledge gained from the event and change practices to increase quality. Various elements of training facilitation affect transfer and the overall success of a training: how the trainer uses the environment, how the trainer uses interactive discussion and activities, how the trainer uses technology and materials to engage attendees, and how the trainer individualizes the training to meet group and individual needs of training attendees. Training Delivery and Facilitation explores responsibilities assigned to trainers as defined in five areas: Environment, Technology and Materials, Individualization, Participant Engagement, and Problem-Solving Strategies.

### 1. ENVIRONMENT

Effective trainers ensure that the physical training environment is conducive to learning, and they inform training participants of any limitations of the physical space. For example, prior to the start of a training, trainers should ensure they are aware of any accessibility needs of training participants and then ensure that the training location can accommodate those needs. As a courtesy to training participants, trainers should inform participants about restroom locations, lactation rooms or refrigerators for breastfeeding mothers, or nearby restaurants for lunch breaks. Trainers should also recommend to participants prior to in-person training of appropriate attire based on length of the training, training activities, or room temperature. Online trainers should provide sufficient explanation of the learning management system settings and supports both prior to and during the online training. Addressing these physical environmental factors prior to or at the start of the training can help a trainer set a positive tone for the training.

### 2. TECHNOLOGY & MATERIALS

Trainers should be familiar and proficient with any technology used to facilitate the training. In the event of unexpected technological issues, trainers should have a basic understanding of troubleshooting procedures or available technology support. As appropriate, trainers should also be able to use non-technological materials to enhance learning. This may include handouts, chart paper, hands-on activities, fidget materials, snacks, or other relevant materials.







### 3. INDIVIDUALIZATION

Whether training in an online environment or in person, trainers should adjust facilitation strategies to assure individualization to the specific group or to specific persons. When necessary, trainers should provide targeted support to individual training attendees in order to scaffold or increase their knowledge and understanding. For any training, trainers should also adapt the training activities to ensure cultural relevancy to the training participants

### 4. PARTICIPANT ENGAGEMENT

Trainers encourage participants to share examples of personal stories that add value to discussion and maintains confidentiality when examples or stories are shared. Trainers should integrate and expand upon participants' comments and perspectives as part of the training and learning experiences. Effective trainers adjust activities to meet the needs of the participants to reinforce the content.

### 5. PROBLEM SOLVING STRATEGIES

Trainers should manage unforeseen situations through functional or creative solutions. Their solutions should meet the needs of individuals using optional activities and strengths-based problem-solving.



## Competency 4: Training, Delivery & Facilitation

COMPETENCY AREA	INDICATOR
<b>Environment</b>	<ul style="list-style-type: none"><li>• Fosters a welcoming and responsive learning environment.</li><li>• Sets expectations for respectful interactions.</li></ul>
<b>Technology &amp; Materials</b>	<ul style="list-style-type: none"><li>• Demonstrates proficiency with technology, including computers and programs, projectors, etc.</li><li>• Demonstrates proficiency in trouble shooting, including ability to adapt to unexpected events where planned technology is unavailable.</li><li>• Uses other non-technological materials as appropriate to enhance learning for participants.</li><li>• Uses multiple strategies (ex; activities, role playing, vignettes) to reinforce training content.</li><li>• Includes strategies to promote discussion between training participants.</li></ul>
<b>Individualization</b>	<ul style="list-style-type: none"><li>• Adjusts training facilitation to meet both the needs of the group and, when appropriate, individual learning styles of training participants.</li><li>• Provides targeted individual support when appropriate to scaffold or increase the understanding of individual training attendees.</li><li>• Adapts training activities when necessary to ensure they are culturally relevant to the training participants.</li><li>• Is knowledgeable of participants' educational level and/or experience.</li></ul>
<b>Participant Engagement</b>	<ul style="list-style-type: none"><li>• Facilitates discussions that encourage participants to share personal experiences.</li><li>• Encourages and expands on experiences that add value to the discussion.</li><li>• Uses a variety of examples and activities to reinforce content.</li></ul>
<b>Problem Solving Strategies</b>	<ul style="list-style-type: none"><li>• Identifies functional or creative solutions to meet the needs of individuals.</li><li>• Uses strength-based conflict resolution and problem-solving strategies.</li></ul>





## Competency 5: Assessment and Evaluation

All training should include assessment and evaluation measures to determine whether training objectives were met. The trainer should also gather training participant feedback to be used for improvements or modifications to the training or instructional practices. Assessment and Evaluation explores responsibilities assigned to trainers as defined in two areas: Participant Outcomes and Quality Assurance and Improvement.

### 1. ASSESSMENT/EVALUATION OUTCOMES

In order to assess training participants' knowledge gained, trainers should be knowledgeable and skilled in administering and interpreting various types of assessments. The types and presentation of the assessments should be appropriate to the training type and be responsive to the needs of the training participants. Trainers should encourage training participants to evaluate their own knowledge before, during, and after the training. Trainers should help participants connect self-reflections made during and after training to improve their care to children.

### 2. QUALITY ASSURANCE & IMPROVEMENT

After the conclusion of a training, trainers should evaluate and analyze feedback, assessments, observations, and their own self-reflections of the training. This will help the trainer determine satisfaction with and effectiveness of training content, training delivery, and trainer facilitation. Based on their assessment of the goodness of fit between training participant outcomes, learning objectives, and trainer facilitation, trainers should make recommendations to the sponsoring agency for changes that will improve training participant outcomes for future training.



# Competency 5: Assessment & Evaluation

## COMPETENCY AREA

## INDICATOR

### Assessment/ Evaluation 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.



## CORE KNOWLEDGE NEEDED BY KANSAS TRAINERS

Trainers in Kansas should be prepared to support the training needs of early childhood professionals statewide. Kansas early childhood professionals come from diverse communities, child care settings, and positions, all with specific employment requirements and considerations. No matter the training topic or circumstances (whether a training was specifically requested or arbitrarily offered), trainers should be aware of the different reasons why early childhood professionals selected a training. Trainers should be prepared to explain how the training relates to state and national training requirements, state standards, state core competencies for early childhood professionals, and participants' work setting.

In addition to having a solid grasp of these important factors, Kansas trainers should also possess an understanding of the diverse population represented by Kansas early childhood professionals. At KCCTO, we believe every child deserves exceptional care and that every child care provider in Kansas should have the resources to make that possible. Our mission is to ensure high-quality early education and care through professional development and support for those who work with, and on behalf of, young children.

We recognize the critical role that early childhood professionals have in the growth and development of young children as well as the essential nature of respect for all members of the early childhood professional community. We embrace the scientific literature in child development that strongly suggests that, from birth, children are learning about themselves and their world and that these experiences are formative to all further development and well-being. Thus, building an anti-bias environment, one founded on respect for all human life, is our responsibility. Therefore:

- As a member of the early childhood professional community we support the statements by NAEYC and the DEC.
- As an entity committed to the development of the early childhood workforce, we support the statement by the Early Educator Investment Collaborative.

This should lead trainers to demonstrate cultural competence in their interactions with and presentation of training material to a cultural variety of providers. Ultimately, regardless of how trainers deliver training, fostering productive relationships with early childhood professionals is essential to the transfer of training to the work environment with the goal to improve quality of child care and education.





# DEFINITIONS, RESOURCES & REFERENCES



## DEFINITIONS

**Coaching** is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting and achievement for an individual or group.

**Early Childhood Professional** refers to those who work with and on behalf of young children and encompasses the terms childcare provider, daycare provider, in-home providers, and family childcare provider, teacher, early educators, and early care and education professionals. This document includes the terminology used by the agencies and organizations referenced in the Core Knowledge Needed by Kansas Trainers section.

**Individual Professional Development Plans (IPDPs)** are designed to create a holistic approach to building an early childhood professional's capacity and to ensure that individuals remain current regarding knowledge and practices in the field. Individual professional development plans promote professional advancement. They can address career opportunities for those with a goal of pursuing different roles or positions in the field. Individual professional development plans require and support individuals taking responsibility for mapping their own professional development and career pathway.

**Mentoring** is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

**Professional Development** is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance.

**Training** is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills. A planned sequence of training sessions comprises a training program.

**Technical Assistance** provides services of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.



## RESOURCES

---

### **Child and Adult Care Food Program (CACFP):**

[https://www.kn-eat.org/cacfp/cacfp\\_menus/cacfp\\_home.htm](https://www.kn-eat.org/cacfp/cacfp_menus/cacfp_home.htm)

About CACFP: The Child and Adult Care Food Program (CACFP) is a federal program that provides reimbursement for healthful meals and snacks served to children and adults. Because CACFP participants' nutritional needs are supported on a daily basis, the program plays a vital role in improving the quality of day care and making it more affordable for families. (Child & Adult Care Food Program, 2009)

### **CDA Council for Professional Recognition:**

<https://www.cdacouncil.org/en/> or <https://www.cdacouncil.org/es/>

About the CDA Council: In keeping with its goal to meet the growing need for qualified early childcare and education staff, the Council administers the Child Development Associate® (CDA) National Credentialing Program. The CDA Program is designed to assess and credential early childhood education professionals. The Council recognizes and credentials professionals who work in all types of early care and education programs - Head Start, pre-k, infant-toddler, family childcare, and home visitor programs. The Council sets policies and procedures for assessment and credentialing, publishes the Competency Standards and other materials used for CDA credentialing, and administers the assessment. (Council for Professional Recognition, 2017)

### **Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri):**

<https://ks.childcareaware.org/wp-content/uploads/resources/2011-Core-Competencies.pdf>

About the Core Competencies: Core competencies are what you need to know to provide quality early childhood and youth development activities and interactions. The Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri) is a framework that defines the standards for early childhood and youth development professionals. They set the expectations for professionals who care for infants, toddlers, preschoolers, school-age children, and older youth. (Child Care Aware of Kansas, OPEN Initiative, Missouri AfterSchool Network, & Kansas Enrichment Network, 2011, p. 3)

### **Division for Early Childhood of the Council for Exceptional Children: Code of Ethics (2009)**

<https://www.decdocs.org/member-code-of-ethics>

About DEC: The Division for Early Childhood was started in 1973 by a group of volunteers who cared deeply about the development of young children with special needs. DEC is one of 17 divisions of the Council for Exceptional Children (CEC), the largest professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. The Code of Ethics (Boone et al., 2009) is a public statement of principles and practice guidelines supported by DEC. (Division for Early Childhood of the Council for Exceptional Children, n.d.)



**Kansas Association for the Education of Young Children (KSAEYC):**

<http://ksaeyc.net/>

About KSAEYC: The Kansas Association for the Education of Young Children (KSAEYC) is a non-profit association whose members represent a diverse range of services for children. KSAEYC is affiliated with NAEYC, which provides educational resources for adults committed to improving the quality and availability of services for children from birth through age 8... the critical years of development (Kansas Association for the Education of Young Children, n.d.-a).

**Notable Resource** – The Kansas Early Childhood Director Credential: Building on almost 10 years of foundational work, Kansas and Missouri stakeholders finalized a framework to credential early care and education professionals through the Bi-State Early Childhood Director Credential. The Credential provides directors with a pathway to develop the knowledge, skills, and abilities they need to be successful in the early learning industry. The Credential will also provide a system to recognize and document these achievements (Kansas Association for the Education of Young Children, n.d.-b).

**Kansas Association for Infant and Early Childhood Mental Health (KAIMH) Culturally Sensitive, Relationship Focused Practice Promoting Infant Mental Health:**

<http://www.kaimh.org/endorsement>

About the KAIMH Endorsement (IMH-E®): The intent of the KAIMH Endorsement (IMH-E®) is to recognize and document the professional development of those who serve young children and their families. Endorsement provides an organized system of culturally sensitive, relationship-based, infant mental health learning and work experiences (Kansas Association for Infant & Early Childhood Mental Health, 2020).

**Kansas Department for Children and Families (DCF):**

[http://www.dcf.ks.gov/services/ees/Pages/Child\\_Care/ChildCareSubsidy.aspx](http://www.dcf.ks.gov/services/ees/Pages/Child_Care/ChildCareSubsidy.aspx)

About DCF: The Department for Children and Families provides a Child Care Subsidy Program that helps families pay for childcare costs. Childcare providers (licensed childcare centers, licensed family childcare homes, licensed group childcare homes, out of home relative providers, in-home relative providers) who wish to serve subsidized families must enroll in the Child Care Subsidy Program with DCF (DCF, n.d.).

**Kansas Department of Health and Environment (KDHE):**

<http://www.kdheks.gov/bcclr/>

About KDHE: The Kansas Department of Health and Environment serves as the Child Care Licensing agency for the state. KDHE Child Care Licensing provides information on how to apply for a childcare license, background checks, childcare licensing regulations, licensed childcare facility inspection results, local county contacts, and general resources (KDHE, n.d.).



## RESOURCES

---

### **Kansas Division for Early Childhood (KDEC):**

<http://www.kdec.org/>

About KDEC: The Kansas Division for Early Childhood (KDEC) promotes the education of young children with exceptional needs and encourages and promotes professional growth and research as a means of better understanding the unique needs related to young exceptional children (KDEC, n.d.).

**Notable Resource** – The Code of Ethics of the Division for Early Childhood (DEC): The Code of Ethics of the Division for Early Childhood (DEC) of the Council for Exceptional Children is a public statement of principles and practice guidelines supported by the mission of DEC. The foundation of this Code is based on sound ethical reasoning related to professional practice with young children with disabilities and their families and with interdisciplinary colleagues. Foremost, is our value of respecting the autonomy of families as they make decisions for their young children with disabilities while also practicing a mutual respect for our colleagues in the field (DEC, 2010, p. 38).

**Notable Resource** – DEC Recommended Practices: The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities (DEC, 2014).

### **Kansas Early Learning Standards (KELS):**

<https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf>

About the KELS: The Kansas Early Learning Document provides information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental sequence of learning for children from birth through kindergarten. It is a dynamic resource that providers and teachers will be able to use as they plan activities for and engage in conversations with young children and their families around early learning (KSDE, 2014, p.1).

### **Kansas Family Engagement and Partnership Standards for Early Childhood:**

[https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2486/Kansas\\_FE\\_\\_Partner-ship\\_Standards\\_for\\_EC.pdf](https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2486/Kansas_FE__Partner-ship_Standards_for_EC.pdf)

About the Standards: The Kansas Family Engagement and Partnership Standards for Early Childhood provide guidance for families, practitioners, community members, and educators to examine current family engagement practices and plan future strategies to engage families in their children's development and learning. The Kansas Family Engagement and Partnership Standards for Early Childhood align with the Kansas Early Learning Standards and the Kansas School Readiness Framework (Kansas Parent Education Resource Center, n.d., p. 2).



## RESOURCES

---

### **Kansas Head Start Association (KHSA):**

<https://www.ksheadstart.org/>

About the KHSA: KHSA supports and strengthens Kansas early learning programs through advocacy, professional development, and leadership (KHSA, n.d.).

### **KCCTO-KITS Infant-Toddler Specialist Network (ITSN):**

<https://kccto.org/itsn/what-we-do/>

About ITSN: The KCCTO-KITS ITSN Project, is a collaboration of Kansas Child Care Training Opportunities, Inc., and the Kansas Inservice Training System. The KCCTO-KITS ITSN Project provides a tiered level of support to early childhood professionals across the State. Early childhood teachers, administrators, and family childcare providers can access the following on a tiered level of support: online courses and training, webinars and virtual kits, linkages to State and National resources, communities of practice, wiki workspaces, on-site visits, short- or long-term consultation, intensive technical assistance plans (as requested/needed) (Kansas Inservice Training System, 2016).

### **Kansas Child Care Training Opportunities, Inc. (KCCTO):**

<https://kccto.org/>

About KCCTO: Kansas Child Care Training Opportunities, Inc. (KCCTO) was established in July 1986 as an incorporated 501(c) 3 organization. The mission of KCCTO is to ensure high quality early education and care through professional development and support for those who work with and on behalf of young children. As the current contracted agency through Department for Children and Families for the Early Childhood Workforce Development Project, KCCTO has established a Training Delivery System, a Trainer Directory, a statewide Training Calendar and a CDA Resource Center which includes a scholarship program. In the last three years of the project over 6000 clock hours have been offered with over 35,000 participants across all counties in Kansas. The KCCTO Trainer Directory has over 30 approved trainers with various content expertise. Currently, the KCCTO adult education curriculum library includes over 45 courses on topics specific to child development and health and safety issues.

### **The Tenets: Diversity-Informed Tenets for Work With Infants, Children & Families**

<https://diversityinformedtenets.org/>

About The Tenets: were developed and are managed by an intergenerational, diverse Executive Council and Advisory Council seeking to change the landscape of services for pregnant women, infants, children and families. Each Tenet is informed by research and evidence, as well as the extensive collective experience of council members and the multitude of families they have served. The Tenets Initiative envisions a workforce in which all individuals, programs, organizations and systems of care embed principles of diversity, equity and inclusion into their work serving infants, children and families.



## REFERENCES

Boone, H., Core, C., Darling, S., Patterson, T., Rhodes, C., & Valle-Riestra, D. (2009, August 11). Code of ethics. Division for Early Childhood of the Council for Exceptional Children. <https://www.decdocs.org/member-code-of-ethics>

Child Care Aware of Kansas, OPEN Initiative, Missouri AfterSchool Network, & Kansas Enrichment Network. (2011). Core Competencies for early childhood and youth development professionals (Kansas and Missouri). [http://www.ks.childcareaware.org/PDFs/2011CoreComp\\_Eng.pdf](http://www.ks.childcareaware.org/PDFs/2011CoreComp_Eng.pdf)

Council for Professional Recognition. (2017). The Child Development Associate® (CDA). In About the Council for Professional Recognition. <https://www.cdacouncil.org/about/the-council>

Division for Early Childhood. (2010). Code of ethics. *Young Exceptional Children*, 13(4), 38-41. <http://doi.org/10.1177/1096250610377281>

Division for Early Childhood. (2014). Who uses the DEC recommended practices? In DEC Recommended Practices. <https://www.dec-sped.org/dec-recommended-practices>

Kansas Association for the Education of Young Children (n.d.-a). About KSAEYC. <http://kaeyc.net/about-ksaeyc/>

Kansas Association for the Education of Young Children (n.d.-b). Kansas Early Childhood Director Credential. <http://kaeyc.net/accreditation-programs/kansas-early-childhood-director-credential/>

Kansas Department of Health and Environment. (n.d.). Child Care Licensing. <http://www.kdheks.gov/bcclr/index.html>

Kansas Department for Children and Families. (n.d.). Economic & employment services: Childcare subsidy. [http://www.dcf.ks.gov/services/ees/Pages/Child\\_Care/ChildCareSubsidy.aspx](http://www.dcf.ks.gov/services/ees/Pages/Child_Care/ChildCareSubsidy.aspx)

Kansas Division for Early Childhood. (n.d.) Welcome to KDHE. <http://www.kdec.org/index.html>

Kansas Parent Education Resource Center. (n.d.). Kansas family engagement and partnership standards for early childhood. Kansas State Department of Education Technical Assistance Systems Network. [https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2486/Kansas\\_FE\\_Partnership\\_Standards\\_for\\_EC.pdf](https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2486/Kansas_FE_Partnership_Standards_for_EC.pdf)



## REFERENCES

Kansas State Department of Education. (2014). Kansas early learning standards: Building the foundation for successful children (3rd ed.). <https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf>

Lynch, E. W., & Hanson, M. J. (2004). Developing cross-cultural competence: A guide for working with children and their families (3rd ed.). Brookes Publishing.

Menninga, B., & Susman-Stillman, A. (2016). Assessing trainers of early childhood practitioners: A review of current literature. Center for Early Education and Development. [http://ceed.umn.edu/wp-content/uploads/2017/05/Assessing\\_Trainers-of\\_Early\\_Childhood\\_Practitioners.pdf](http://ceed.umn.edu/wp-content/uploads/2017/05/Assessing_Trainers-of_Early_Childhood_Practitioners.pdf)

National Association for the Education of Young Children. (2004). Code of ethical conduct supplement for early childhood adult educators: A joint position statement of the National Association for the Education of Young Children (NAEYC), the National Association of Early Childhood Teacher Educators (NAECTE), and American Associate Degree Early Childhood Teacher Educators (ACCESS). [https://www.naeyc.org/sites/default/files/global-shared/downloads/PDFs/resources/position-statements/ethics04\\_09202013update.pdf](https://www.naeyc.org/sites/default/files/global-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf)

National Association for the Education of Young Children. (2011). Code of ethical conduct and statement of commitment: A position statement of the National Association for the Education of Young Children. [https://www.naeyc.org/sites/default/files/global-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011\\_09202013update.pdf](https://www.naeyc.org/sites/default/files/global-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf)

National Association for the Education of Young Children & National Association of Child Care Resource and Referral Agencies. (2011). Early childhood education professional development: Training and technical assistance glossary. [https://www.naeyc.org/sites/default/files/global-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining\\_ta.pdf](https://www.naeyc.org/sites/default/files/global-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf)



## REFERENCES

**The following were used to inform the development of Training Competencies for Kansas professional development providers.**

Colorado Core Competencies for Trainers. (2016).

<https://ecpd.costartstrong.org/ets/competencies/08c38354-7b3d-4abd-b1ca-8309d9c5b000/UserFiles/Trainercompetencies.numbered2.18.2016.pdf>

Georgia Early Care and Education Professional Development Competencies. (2007).

<https://gapds.dec.state.ga.us/Shared/Resources.ashx?f=14&t=1>

IdahoSTARS Trainer Handbook: Quality Childcare Matters. (2019).

<https://idahostars.org/portals/61/Docs/Trainers/TrainerHandbook.pdf>

Iowa Adult Educator Competencies & Coaching Competencies. (2021).

<https://earlychildhood.iowa.gov/document/iowa-adult-educator-competencies-and-coaching-competencies>

Maine Roads to Quality Professional Development Network: Manual for Approved Trainers. (2019).

<https://mrtq.org/wp-content/uploads/2019/10/Manual-for-Approved-Trainers-9-2019.pdf>

Oregon Registry Educators. (n.d.).

<https://www.pdx.edu/education-career-development/oregon-registry-educators#Resources>

Pennsylvania Professional Development System Framework for Early Care and Education. (n.d.).

<https://www.pakeys.org/get-professional-development/>

Rhode Island Early Learning Workforce Knowledge & Competencies: for Professional Development Providers and Higher Education Faculty/Staff. (n.d.).

<https://www.ride.ri.gov/instructionassessment/earlychildhoodeducation/workforce.aspx>

Vermont's Knowledge and Competencies for Instructors: Working with Early Childhood and Afterschool Professionals. (2015).

<https://northernlightscv.org/wp-content/uploads/2018/09/2015-VT-Knowledge-and-Comp-for-Instructors.pdf>

Washington State Department of Children, Youth & Families: State-Approved Trainer Standards. (2021). [https://www.dcyf.wa.gov/sites/default/files/pdf/WA\\_Trainer\\_Competencies.pdf](https://www.dcyf.wa.gov/sites/default/files/pdf/WA_Trainer_Competencies.pdf)



