

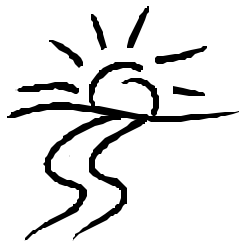
TOQAS

Trainer Quality Assurance System

**Pennsylvania
Pathways**



Professional Development for Child Caregivers



Copyright © 2003 by Pennsylvania Pathways. (Revised 3/05) Funding provided by the Pennsylvania Department of Public Welfare.
Additional copies can be obtained from Pennsylvania Pathways at www.papathways.org or by calling (800) 492-5107.

REFERENCE GUIDE

TQAS Table of Contents

Purpose	p.3
Guiding Principles of TQAS	p.4
TQAS Policies and Procedures	p.5
Who Can Apply?	p.5
Types of Trainers	p.5
Streamlined Application and Approval Process	p.5
Non-TQAS Special Approval	p.6
Application Package	p.7
Approval Process	p.8
Approval Criteria	p.8
Pennsylvania Pathways Orientation Training	p.9
Adult Learning Principles Training	p.9
Timeline for Approval	p.10
TQAS Peer Reviewers	p.10
Trainer Approval Board	p.10
Trainer Database	p.10
Quality Assurance System	p.10
Appendix A: Code of Ethical Conduct	p.12
Appendix B-1: TQAS Training Module: Format and Instructions	p.17
Appendix B-2: TQAS Technical Assistance Service Plan: Format and Instructions	p.19
Appendix C-1: Training Code Worksheet and Topic Code List	p.21
Appendix C-2: Performance Standards Code Sheet	p.23
Appendix D-1: Guidelines for Training the Adult Learner	p.26
Appendix D-2: Standards of Best Practice for Technical Assistance Consultants	p.29
Appendix E-1: TQAS Trainer Application Disposition and Scoring	p.30
Appendix E-2: TQAS TA Consultant Application Disposition and Scoring	p.32

Purpose of Trainer Quality Assurance System

Pennsylvania's Trainer Quality Assurance System (TQAS) establishes the mechanisms to ensure quality in the training and technical assistance (TA) offered to child care providers. TQAS incorporates guidelines and standards for training and TA activities offered to early childhood and school-age care professionals, including a process for approving trainers and TA consultants who meet these standards. TQAS maintains a registry of approved trainers and TA consultants, and through a quality control system, ensures that approved trainers and TA consultants continue to meet these standards over time. Ultimately, a quality training system is one avenue to improve quality of child care, which will have positive outcomes for children in terms of their social-emotional, cognitive, and physical development.

Guiding Principles of TQAS

There are a number of guiding principles that serve as the foundation for the development and operation of this system:

- **Approval of Individual Trainers and TA Consultants.** TQAS is designed to review and certify individual trainers and TA consultants rather than approve all individual training curricula or TA activities.
- **Interdisciplinary Registry.** Recognizing the need to train professionals in a variety of content areas (e.g., child development, health and safety, organizational and personnel management, regulatory policy and standards, community and family relations, business practices, etc.), TQAS includes trainers and TA consultants from multiple disciplinary backgrounds who have the requisite knowledge and abilities to train or provide TA in one or more of the required content areas.
- **Qualifications for Approval.** Under TQAS, trainers and TA consultants are required to meet and maintain established qualifications, including educational achievements, training experience, training in adult learning and presentation techniques, and an orientation to Pennsylvania Pathways.
- **Levels and Types of Trainers.** TQAS recognizes different types of approved trainers and TA consultants, differentiated by area of expertise, educational background, and training and TA experience. It provides a mechanism for recognizing those trainers and TA consultants with specialty disciplines, who do not typically come from early childhood education/school-age child care backgrounds, yet who have important information to share with child care providers.
- **Guidelines for Training and Providing TA to the Adult Learner.** There is an established core body of knowledge for trainers and TA consultants, which includes the requisite knowledge and abilities associated with adult learning, presentation techniques and consultative activity, and familiarity with the career development program for early childhood and school-age caregivers within Pennsylvania.
- **Quality Control System.** TQAS incorporates a number of mechanisms to ensure the quality of trainers and TA consultants over time. These include 1) a code of ethics that trainers and TA consultants review and attest that they will follow; 2) a periodic review of training and TA evaluations and a system for identifying trainers and TA consultants whose evaluations fall below a certain level of performance, which triggers a performance review and intervention plan; 3) a process for renewal of TQAS approval as a trainer or TA consultant; and 4) a process for ongoing development of the knowledge and skills of trainers and TA consultants.
- **Support for Trainers and TA Consultants.** TQAS recognizes the importance of providing a support system for trainers and TA consultants, which includes ongoing training-of-trainer opportunities to enhance their knowledge and abilities.



Who Can Apply?

Trainers and TA consultants who offer training and/or technical assistance to early childhood/school-age professionals in child care, Head Start, or early intervention services can apply to be part of TQAS, as one of the following types of trainers or TA consultants:

Types of Trainers

- **Certified Trainer or Certified TA Consultant:** These are trainers and TA consultants who have at least a bachelor's degree in early childhood or related field from an accredited institution, and have provided 25 or more hours of training or technical assistance to adults in the last three years. Certified Trainers and Certified TA Consultants are awarded a TQAS number prefaced by "CT" or "CC" and followed by a unique four-digit number, then 000. (Example: CT####000 or CC####000)
- **Affiliate Trainer:** There is no TQAS certification process for TA consultants at the affiliate level. However, Affiliate Trainers have at minimum a high school diploma or GED and have provided 25 or more hours of training in the past three years. Affiliate Trainers are required to be registered in the system and are awarded a TQAS number that associates them with a Certified Trainer. Training delivered by an Affiliate Trainer must be prepared and delivered through the support of a Certified Trainer, whose TQAS number is associated with the training event. The Certified Trainer has the responsibility to review the training and ensure that it meets TQAS standards. Affiliate Trainers are awarded a TQAS number that designates the Certified Trainer. This TQAS number is prefaced by an "AT," the Certified Trainer's unique four-digit number, and a unique sequential three-digit number indicating that this person is the 1st, 2nd, 3rd, etc. affiliate trainer associated with the Certified Trainer. (Example: AT####001)
- **Specialty Discipline Trainer and Specialty Discipline TA Consultant:** These are trainers and TA consultants who have important information to offer child caregivers but who may not come from an early childhood/school-age education background (e.g., nurses, oral health professionals, paramedics/EMT, accountants, lawyers). These individuals possess a professional license, certificate, or other type of credential recognized by authorities in their area of expertise. These approved trainers and TA consultants have a TQAS number prefaced by "SD" or "SC" and followed by a unique four-digit number, then 000. (Example: SD####000 or SC####000)

Once approved, a trainer or TA consultant receives a TQAS certificate, indicating a TQAS number that must be specified on various PA Pathways forms.

Table 1, (see page 6) describes the entry requirements for Certified Trainers and Certified TA Consultants, Affiliate Trainers, and Specialty Discipline Trainers and Specialty TA Consultants. Affiliate Trainers can become Certified Trainers by meeting the educational and experience requirements.

Streamlined Application and Approval Process

There is one category of trainer that has a streamlined application process. Faculty from accredited institutions of higher education may qualify if they satisfy the following requirements:

- a) Degree: Master's degree or higher from an accredited institution of higher education.
- b) Teaching Experience: minimum of two different college credit courses, taught at least two terms at the same institution of higher education.
- c) Timeframe: the specified teaching experience must be within the past two years of PA Pathways' receipt of TQAS application.

There is a separate application for this group that is unique to their particular background and employment situation. This application is available from PA Pathways.

Non-TQAS Special Approval

Trainers or TA consultants who do not provide training or TA for PA Pathways on a regular basis, but are requested to train or provide TA for a "one time" event (e.g., a keynote address, a workshop at a conference, a training institute that may last over several days, or a TA session for one facility) are not required to have TQAS approval. They are required to submit an application for Training/Trainer Approval for Non-TQAS Trainers and TA Consultants, along with their credentials and supplemental documentation on the content of the training.

The training/TA organization that is sponsoring the event must apply for approval of this training event or TA service prior to the event. PA Pathways will review the goals/purpose of the event, the outline of content, and the background, experience, credentials of the trainer/TA consultant to determine if approval is granted. If approved, the event will be awarded a "Special Approval" PA Pathways TQAS number.

PA Pathways maintains a database with details of these approvals to ensure that there are no individuals for whom this "special circumstance" approval is sought on a repeated basis. This "special approval" of non-TQAS trainers or TA consultants is intended for individuals who do not routinely train or provide TA for PA Pathways and may be invited only on special occasions to deliver a keynote address, training event, or TA service. To obtain information on Training/Trainer Approval for Non-TQAS Trainers and TA Consultants, look on the website at www.papathways.org, contact PA Pathways at 800-492-5107, or e-mail papathways@nwir.org.

Table 1: Entry Requirements for Trainers and Function in TQAS

TYPES OF TRAINERS / TA CONSULTANTS	Educational Background	Training Experience	Function in TQAS
Certified Trainer or TA Consultant	Has at least a bachelor's degree in early childhood or related field	Has provided 25 hours or more of training or TA in the last 3 years	Can train or provide TA alone AND can support Specialty Discipline Trainers/TA Consultants. Certified Trainers must also be able to support Affiliate Trainers
Affiliate Trainer	Must have a minimum of a high school diploma or GED	Has provided 25 hours or more of training in the last 3 years	Must work with the support of a Certified Trainer in the preparation and/or delivery of the training module ¹
Specialty Discipline Trainer/TA Consultant	Must have a minimum of a high school diploma or GED AND have a professional license, certificate, or other type of credential recognized by authorities in his/her area of expertise, if one is available for the discipline	Has provided 15 hours or more of training or TA in the last 3 years	If less than 15 hours of training or TA experience in the past 3 years, must work with the support of a Certified Trainer/TA Consultant in the preparation of the training or TA service OR if no training or TA experience, trainers must co-present with a Certified Trainer and TA consultants must provide TA along with a Certified TA Consultant

¹"Must work with the support of a Certified Trainer in the preparation and/or delivery of the training" refers to the technical assistance that is provided to an Affiliate or Specialty Discipline Trainer by a Certified Trainer. This support is individualized to meet the needs of the Affiliate or Specialty Discipline Trainer and is designed to ensure quality training for participants. Types of support include identifying participant needs, incorporating adult learning principles, developing training activities, designing evaluation methods, observing the training session, co-presenting, and providing other activities as needed to meet the individual needs of the trainer. In addition, support may be provided to the trainer after the training session has occurred through review of observation conclusions, review of participant evaluation results, or self-evaluation.



Application Package

A completed application package includes:

1. Completed Trainer Quality Assurance System application, which is appropriate for the category of trainer (e.g., faculty, technical assistance consultant, and all other trainers).
2. A current resume or curriculum vita detailing background and experience as a professional.
3. A copy of transcript(s) showing the award of educational degrees and/or pertinent certifications/licenses. Trainers with a high school diploma or GED must submit a copy of their diploma or GED. Other documents as related to training in adult education principles should be submitted where appropriate.
4. References from individuals who can attest to the ability of the applicant to train in his/her area(s) of expertise and practice adult educational principles. Certified Trainers, TA Consultants, and Affiliate Trainers are required to submit two letters, however, for the Affiliate Trainer, one letter of reference must come from the Certified Trainer who is supporting the Affiliate Trainer. One letter of reference is required of Specialty Discipline Trainer and TA Consultant applicants. Faculty are required to identify the name and contact information of one reference from the institution of higher education who can attest to the applicant's employment history and ability to train in his/her area(s) of expertise and ability to practice adult educational principles.
5. Verification that the applicant has participated in the PA Pathways Orientation to the TQAS. Options for completing this training include: a) a 6-hour workshop that PA Pathways training organizations sponsor through out the state, or b) an on-line version of the orientation can be accessed from the PA Pathways website. Information about both events is available on the PA Pathways website at www.papathways.org.
6. The signed TQAS Applicant Assurances form attesting to the following: a) the applicant has read and will abide by the NAEYC Code of Ethical Conduct, Supplement for Early Childhood Educators, b) the applicant has no history of regulatory violations, c) the applicant has no history of misrepresentation of credentials, or unethical conduct as it relates to Pennsylvania Pathways, d) the applicant has not been found guilty of, pled guilty or *nolo contendere* to, or received probation without verdict with respect to the list of criminal offenses in Pennsylvania's Child Protective Services Law, e) the applicant affirms that the information and the supplemental documentation provided are true and correct to the best of the applicant's knowledge.
7. A sample training module or a TA service plan demonstrating the applicant's ability to design at least a two-hour training or TA session for a specified target group that a) has clear and concise objectives and an outline of content that is consistent with the Pennsylvania Core Body of Knowledge, b) utilizes training methodology, group process skills, presentation techniques, or TA consultation techniques consistent with adult learning principles, and c) incorporates appropriate implementation strategies.

Applicants for the categories of Certified Trainer, Certified TA Consultant, or Specialty Discipline TA Consultant must submit an original sample training module or TA service plan. Specialty Discipline and Affiliate Trainer applicants may submit standardized curriculum modules that are nationally recognized and/or have been approved by a recognized professional association or PA Pathways if the scope of their training is to be limited to that standardized curriculum. The training module or TA service plan submitted by the applicant may use a different format from the PA Pathways' sample training module or service plan. However, the document submitted must contain all the same information as specified in the sample module and service plan. Please note: The *Application for Faculty at Accredited Institutions of Higher Education* does not require submission of a training module or TA Service Plan.

8. Application fee of \$50.00, if required, payable to Northwest Institute of Research. Trainers who are already working with training organizations that are under contract with PA Pathways are not required to pay an application fee. Fees are subject to change.
9. For additional information and for submission of application, contact:

PA Pathways
Trainer Quality Assurance System
3823 West 12th Street • Erie, Pennsylvania 16505-3301
Phone: (800) 492-5107 • Email: papathways@nwir.org

Approval Process

PA Pathways, as the designated child care professional development program funded by the Pennsylvania Department of Public Welfare, administers the Trainer Quality Assurance System. The process for approving trainers includes these steps:

- Upon receipt of the request for application, PA Pathways provides the TQAS Reference Guide and appropriate application materials to the applicant, or the materials may be downloaded from the website at www.papathways.org.
- Application is completed and package of materials is submitted to PA Pathways by the trainer or TA consultant applicant.
- Application package is reviewed by PA Pathways for completion, to verify college transcripts and references, and, if necessary, to determine if the training module or TA service plan has all the necessary components such that it can be assessed by the peer reviewers. If there are problems, the applicant will be notified and asked to correct any problems prior to our overall review of the materials and final disposition of the application.
- Once the application is verified as complete, the training module or TA service plan along with a summary report, which specifies the relevant background information that peer reviewers need for scoring, are forwarded to the two peer reviewers. If the two peer reviewers are consistent in their scoring, this will constitute the final disposition of the application. If not consistent, the two reviewers will confer with one another and reach a consensus on their scoring and final disposition.
- If the applicant is approved, the relevant information is entered into the TQAS database and posted on-line as a searchable trainer/TA consultant database. Trainers and TA consultants are notified of their appropriate TQAS number, designating their status as a trainer (Certified, Affiliate, or Specialty Discipline) or TA consultant (Certified or Specialty Discipline). The TQAS number is valid for five years.
- If the applicant is not approved, notification as to the reason and suggestions regarding the ways to meet TQAS qualifications are provided. Applicants who are not approved may appeal the decision to the Trainer Approval Board.

Approval Criteria

An applicant is approved as a TQAS trainer under these conditions:

- The educational background and training experience requirements are met as specified.
- The training module or TA service plan submitted for review meets the standards established in the scoring instruments (see Appendix E-1 and E-2 for specific details on the scoring instruments and minimum score required for approval).
- The applicant has no documented history of serious and/or regulatory violations concerning the health, safety, and care of children or adults.
- The applicant has no documented history of misrepresentation of credentials or other unethical conduct as it relates to PA Pathways.
- The applicant has completed the required PA Pathways Orientation to the TQAS (see next page for details on this orientation training).
- The applicant has demonstrated his/her ability to train and/or provide TA to adults using adult learning principles and best practices (see next page for details on how applicants meet this requirement).

Pennsylvania Pathways Orientation Training to the TQAS

Applicants are required to complete the PA Pathways Orientation to the TQAS. This training can be completed by either of these two methods: a) a locally sponsored 6-hour workshop that PA Pathways training organizations offer throughout the state, or b) an on-line version of the orientation that can be accessed from the PA Pathways website. Information on both events is available on the PA Pathways website at www.papathways.org.

The orientation is designed to accomplish these learning objectives, enabling the trainer or TA consultant to:

- Describe the purpose of PA Pathways and identify the various components of Pennsylvania's professional development system.
- Use the Pennsylvania Core Body of Knowledge or CBK as a framework for developing and coding specific training content or use the Keystone STARS performance standards as a framework for identifying goals and action steps of a TA service plan.
- Assist caregivers in the use of the Professional Development Record or PDR to track their professional growth and development.
- Navigate the system and fulfill the responsibilities as a trainer or TA consultant who is approved through Pennsylvania's Trainer Quality Assurance System (TQAS).

Adult Learning Principles Training

Applicants to TQAS are **not required** to complete the training in adult learning principles prior to their initial approval **as long as they have demonstrated their knowledge and ability in adult education**. There are three sources of information that Pennsylvania Pathways will use to determine if an applicant has met this requirement:

- The applicant has a minimum of 25 hours of experience in training or providing TA to adults in the past three years (for Specialty Discipline trainers this requirement is waived). However, if the Specialty Discipline Trainer has less than 15 hours of training or TA experience, he/she is required to train or provide TA with the support of a Certified Trainer/TA Consultant until 15 hours of experience is acquired.
- The applicant has documented education and training in adult education principles and practices (either formal coursework/degrees or informal workshop/seminar training). Having this formal or informal training is not a requirement for TQAS approval as long as the applicant has the requisite experience and has submitted a training module or TA service plan that reflects the ability of the trainer to use adult education principles and practices.
- The applicant has submitted a training module or TA service plan that clearly reflects the ability of the trainer or TA consultant to utilize adult education principles and practice (a minimum score of 20 out of 32 is required on the "III. Presentation" section in the Training Module Scoring Instrument or a score of 22 out of 36 on the "III.Presentation" section of the TA Service Plan Scoring Instrument). If, upon initial review, the training module does not receive a minimal score of 20 or the service plan does not receive the minimum score of 22, but there are relatively few changes that need to be made (e.g., being more explicit about how the presentation techniques utilize adult learning principles), the applicant will be contacted and asked to make the changes prior to final review and disposition of the application.

If the applicant has not demonstrated the requisite knowledge and skills in adult education principles and practice based on these criteria, then the applicant will be required to complete a PA Pathways adult learning principles training prior to being approved.

TQAS trainers who are up for renewal, however, are required to have continuing education in adult learning principles (see next page for information on the renewal process).

Timeline for Approval

Once an application and all required documentation are received, the approval process should be completed within 90 days. An applicant will be notified of any delays in this process. At the completion of the process, an applicant will receive a letter of notification indicating approval status as a trainer or TA consultant.

TQAS Peer Reviewers

TQAS peer reviewers have the primary role of assessing TQAS applications and making recommendations as to the disposition of those applications. The pool of reviewers includes representatives from various areas of expertise as delineated in the Pennsylvania Core Body of Knowledge and the Keystone STARS performance standards. Peer reviewers evaluate the application packages and sample training modules or service plans using the established criteria and appropriate scoring rubric (see Appendix E-1 for training modules and E-2 for TA service plans).

Trainer Approval Board

A pool of professionals in early childhood/school-age care serve as members of the Trainer Approval Board (TAB). The TAB serves as an appeals board. In some cases, the TAB is authorized to obtain consultation from an independent expert (unrelated to the applicant) who has credentials in the specialty area of the applicant.

The Trainer Approval Board of TQAS has members from across the state. All Trainer Approval Board members are appointed by DPW and serve for a three-year term, with rights to be reappointed for an indefinite number of terms. TAB includes a minimum of ten representatives from the various stakeholder groups, including:

- Faculty from two- or four-year higher education institutions who have expertise in the content areas included in the Pennsylvania Core Body of Knowledge.
- Organizations under contract and receiving state funds to provide their specialty expertise related to child care (e.g., health and safety, consultants/experts commissioned by DPW).
- Child care center directors and home-based providers.
- Currently approved TQAS trainers and TA consultants.
- DPW Office of Child Development.

Trainer Database

A searchable database of approved trainers and TA consultants is maintained on the Pennsylvania Pathways website at www.papathways.org. This database is available to Department of Public Welfare licensing staff, child care programs, and training organizations. Having personal contact information posted on-line is optional. While users of the on-line trainer and TA database are able to conduct searches to verify TQAS status and to find approved trainers and TA consultants specific to their needs, trainers and TA consultants may choose not to be directly contacted by these individuals. Approved trainers are eligible to post their training events on the PA Pathways training calendar, also located at www.papathways.org.

Quality Assurance System

TQAS has five mechanisms for assuring the ongoing quality of trainers and TA Consultants offering their services to the state.

1) Adherence to the Code of Ethical Conduct: Supplement for Early Childhood Adult Educators:

The trainer or TA consultant has responsibilities for maintaining his/her own quality by adhering to the Code of Ethical Conduct (see Appendix A) that describes the ethical standards of a trainer or TA consultant.

2) Guidelines for training or providing technical assistance the adult learner:

The trainer or TA consultant has the responsibility to follow basic principles of adult learning in the development and delivery of educational opportunities to caregivers, whether in a group setting or one-on-one. These basic principles are outlined in the Guidelines for Training the Adult Learner (see Appendix D-1). The basic guidelines for TA consultants are outlined in the Standards of Best Practice for Technical Assistance Consultants (see Appendix D-2).

3) Review of training evaluations:

Training or TA organizations that receive funding from the state are responsible for reviewing and tracking participant evaluations of training events or TA services. Training or TA organizations have the responsibility to review the evaluations to determine the effectiveness of each trainer or TA consultant and his/her adherence to the Code of Ethical Conduct.

4) Annual performance review:

Annual performance reviews are completed for trainers and TA consultants who are working with the training or TA organizations that are funded by the PA Department of Public Welfare. Performance reviews are the responsibility of the training or TA organizations. The annual performance review of trainers and TA consultants is used by the training and TA organization to assist in a trainer's and TA consultant's continuous quality improvement.

5) Renewal process:

TQAS certification for all Certified, Affiliate, and Specialty Discipline Trainers and all Certified and Specialty Discipline TA Consultants remains active for a period of five years provided that the trainer or TA consultant continues to demonstrate competence. TQAS will review past training and TA performance evaluations in making a determination of renewal. Furthermore, TQAS trainers who are college/university faculty must continue to meet the criteria for eligibility as specified in the faculty streamlined application.

As part of their renewal process, the Affiliate and Certified Trainers and Certified TA Consultants shall file a completed TQAS Renewal Application and other required documentation within 90 calendar days prior to the expiration of their current approval. They shall be required to document a minimum of 36 hours of continued professional development during the past five years, distributed across the following three areas:

- Attendance at training on adult education and training or TA methodologies
- Attendance at training on early childhood and/or school-age care related to the PA Pathways Core Body of Knowledge.
- Direct experience with children, either paid or voluntary, at an early childhood/school-age setting, including licensed child care centers, registered group or family day care homes, part-day preschools, Head Start, Early Head Start, or early intervention programs

Specialty Discipline Trainers and TA Consultants who wish to renew their certification shall file a completed TQAS Renewal Application and other required documentation within 90 calendar days prior to the expiration of their current approval. The continuing professional development requirement shall be met by documentation of meeting the continuing education requirement, if any, that applies to the specialty area of the trainer or TA consultant.



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)

Adopted Spring 2004

Early childhood educators who teach adults to work in early childhood settings are called upon to sustain different relationships and to balance the needs of a wider variety of clients than those who work directly with young children and their families. And as teacher educators fulfill their responsibilities to adult learners, they encounter some unique ethical challenges in the context of a complex network of relationships. The primary challenge is to find a balance between an obligation to support and nurture adult learners and the obligation to provide caring and competent professionals to work with young children and their families. While the existing NAEYC Code of Ethical Conduct is a valuable resource that addresses many of the ethical issues encountered by early childhood adult educators, it does not provide all of the guidance they need to address the ethical issues that arise in their work. Through this Supplement to the Code of Ethical Conduct, NAEYC, NAECTE, and ACCESS hope to identify and explore the recurring ethical dilemmas faced by early childhood adult educators, and to reach some consensus about how they might best be addressed. This Supplement places primary emphasis on the ethical responsibilities and recurring ethical dilemmas that face early childhood teacher educators in two- and four-year degree-granting institutions. However, many of its provisions are also applicable to early childhood educators who provide nondegree training and mentoring to adults in early childhood care and education settings.

Purpose of the Supplement

Like those who work with young children, early childhood adult educators are regularly called upon to make decisions of a moral and ethical nature. The NAEYC Code of Ethical Conduct is a foundational document that maps the ethical dimensions of early childhood educators' work in early care and education programs. Adult educators share the ethical obligations assumed by all early childhood educators, reflected in the core values, ideals, and principles set forth in the NAEYC Code. We embrace the central commitment of the field of early care and education to the healthy development and welfare of young children. Everything we do in our role as educators of adults is intended to further this ultimate commitment. Early childhood adult educators have ethical responsibilities beyond those spelled out in the NAEYC Code. They have responsibilities to adult students; institutions of higher learning and agencies that conduct training; the programs in which they place adult students and staff and clientele; professional colleagues; children and their families and community; and society and the field of early childhood care and education at large.

Core values

In addition to adhering to the core values spelled out in the NAEYC Code of Ethical Conduct, early childhood adult educators commit themselves to the following two core values:

- To respect the critical role of a knowledgeable, competent, and diverse early childhood care and education workforce in supporting the development and learning of young children.

- To base practice on current and accurate knowledge of the fields of early childhood education, child development, adult development and learning, as well as other relevant disciplines.

Conceptual framework

This document sets forth a conception of early childhood teacher educators' professional responsibilities in six sections that address arenas of professional relationships. The sections are (1) adult learners, (2) sites providing practicum experiences, (3) employing institutions of higher learning and agencies that provide training, (4) professional colleagues, (5) children and families, and (6) community, society, and the field of early care and education. The first three sections address those areas of responsibility unique to educators who work primarily with adults. Sections 4-6 spell out additional responsibilities of early childhood adult educators in areas addressed in the NAEYC Code. When there is a direct parallel in the NAEYC Code or a related principle or ideal, the Code is referenced after the Supplement item.

Ideals and principles

This Supplement to the NAEYC Code identifies additional ideals (aspirations) and principles (guides for conduct: definitions of practices that are required, prohibited, and permitted) that address the unique ethical responsibilities of early childhood adult educators. These ideals and principles were developed by analyzing adult educators' descriptions of recurring ethical dilemmas in their work. The goals and principles included in this Supplement are designed to inspire and guide early childhood adult educators toward actions that reflect the field's current understandings of their ethical responsibilities.

(*Note:* There is **not** a one-to-one correspondence between ideals and principles.)

1. Ethical responsibilities to adult learners

Our work is always guided by the core values of the field of early care and education, including our commitment to ensuring the welfare of children. From that perspective we prioritize the unique commitments of early childhood adult educators and acknowledge that our day-to-day responsibilities focus primarily on the professional development of adult learners.

Ideals

- I-1.1 To continually update our own knowledge of the field of early care and education so that we are able to present current, well-grounded information to those we teach.
- I-1.2 To provide college students with a foundation in core content areas of early childhood education, including child development and its social contexts; child guidance; the design of safe, healthy learning environments; curriculum and assessment; work with families; work with children and families from diverse cultures; advocacy skills; and professionalism, including ethics.

Definitions

Early Childhood Adult Educator

A professional who teaches early childhood educators in an institution of higher education (includes adjunct faculty) and those who conduct not-for-credit training for the early care and education workforce.

Adult Learners

Adult learners, both preservice and inservice, who work in or are preparing to work in settings that provide care and education for young children from birth through 8 years of age.

Student

An adult learner who is gaining preservice or advanced education in the field of early childhood education and care through an educational institution.

Colleague

A fellow early childhood educator who teaches, trains, or mentors adult students in an institution of higher learning or who conducts not-for-credit training for the early education workforce. (*Note:* There are specific responsibilities to colleagues employed by one's own institution.)

Mentor

An experienced early childhood professional who works directly with both young children and practicum students in an early childhood program and who, in collaboration with an early childhood teacher educator, guides and counsels the students.

Ethics Supplement

Material that has been added to NAEYC Code of Ethical Conduct to provide further information and guidance about the ethical responsibilities of early childhood adult educators.

I-1.3 To provide adult learners with learning experiences based on principles of adult learning and consistent with the core values of early care and education, current knowledge, and best practices in the field.

I-1.4 To present controversial material fairly, acknowledging the validity of contrasting perspectives and, when appropriate, identifying our own biases.

I-1.5 To have high and reasonable expectations of learners.

I-1.6 To fairly and equitably assess what adult students know and are able to do.

I-1.7 To ensure that our programs serve diverse adult learners (including diversity in language, culture, race/ethnicity, and social class).

I-1.8 To ensure that our programs are accessible to those with diverse needs (as to the times, location, format, and language of training).

Principles

P-1.1 We shall provide learning experiences that are consistent with the best practices for adult learners and that match the needs, learning styles, cultures, and stages of development of adult learners.

P-1.2 We shall inform learners of conduct and work expectations, including institutional standards for writing, performance, and intellectual honesty.

P-1.3 We shall give learners a fair chance to succeed and diverse ways to demonstrate their competence.

P-1.4 We shall provide additional support for adult learners who have the potential to work effectively with young children but have difficulty meeting academic standards.

P-1.5 We shall provide additional support and counsel to those who demonstrate academic excellence while having difficulty in meeting standards for classroom practice.

P-1.6 We shall inform those seeking training in early childhood education of current economic and social conditions affecting the field so that they may make an educated decision about career choices.

P-1.7 We shall provide information about disparities between best practice and commonly accepted practice to better prepare students to face ongoing challenges related to their work with children.

P-1.8 We shall not place students or allow students to continue in placements that, in our best professional judgment, are not beneficial to children.

P-1.9 When it becomes apparent that a practicum placement is not supporting a student's professional

development or is not beneficial to the student or children, every effort shall be made to move the student to a more appropriate placement.

P-1.10 When it becomes apparent that an adult learner is not able to benefit from our training, class, or program, we shall help her/him identify an alternative educational path or goal.

P-1.11 We shall honor confidentiality, sharing only necessary information about an adult learner, only to those who need to know, and only through appropriate professional channels.

P-1.12 We shall make it clear at the outset if training involves the sale of products or services from which we stand to gain financially and will do this only if the products or services are relevant and serve educational goals.

2. Ethical responsibilities to practicum sites

Some knowledge and skills needed by early childhood educators can only be acquired through direct experience in early childhood settings. Therefore, early childhood adult educators rely heavily on placements in programs (practicum sites) in which students can apply what they have learned, get feedback from children and adults, and reflect on what they have learned from their experience.

Ideals

I-2.1 To provide practicum experiences that will positively support the professional development of adult students.

I-2.2 To foster collegial and collaborative working relationships with educators who work in practicum settings.

I-2.3 To be respectful of the responsibilities, expertise, and perspective of practitioners who work with students in practicum settings.

I-2.4 To recognize the importance and contributions of practicum staff members in the professional development of our students.

Principles

P-2.1 We shall place students in settings where staff are qualified to work with young children, where mentors have experience and training in supporting adult learners, and which to the greatest extent possible reflect the diverse communities in which our students will be working.

P-2.2 We shall clearly state all parties' roles and responsibilities and prepare students, mentors, and

administrators for practicum experiences. We shall provide appropriate support for all parties' efforts to fulfill their roles and meet program expectations.

P-2.3 When we have a concern about a program in which we place students, we shall address that concern with the classroom teacher or program administrator. (If the concerns relate to the health or safety of children, see the applicable sections of the NAEYC Code: P-1.9 and P-4.9-11.)

P-2.4 We shall ensure that qualified personnel conduct regular supervision of practicum experiences in order to support professional development of adult students and monitor the welfare of children.

P-2.5 We shall honor confidentiality and guard the privacy of the programs (teachers and clientele) in which we place students.

P-2.6 We shall teach adult students that they have a professional obligation to honor confidentiality and shall make every effort to ensure that they guard the privacy of the program, its teachers, and clientele.

3. Ethical obligations to institutions of higher learning and agencies providing training

Our primary responsibility to our employers is the development of knowledge and skill in adult learners. This work is intended to further our ultimate commitment to the welfare and development of young children. (Section III-B of the NAEYC Code provides the foundation for the additional commitments for adult educators listed below.)

Ideals

I-3.1 To assist the institutions and agencies for whom we work in providing the highest quality of educational programs for adult learners. (NAEYC Code I-3B.1)

Principles

P-3.1 We shall respect the integrity of courses by following approved course descriptions.

P-3.2 We shall evaluate our adult learners fairly, using those standards that are congruent with the mission of our institution and regarded as accepted practice in the field.

P-3.3 We shall offer training and instruction only in areas in which we have or can obtain appropriate experience and expertise. (NAEYC Code P-4.2)

P-3.4 We shall, when our involvement with a student involves more than one role (e.g., instructor, employer, supervisor), keep these roles separate. We shall make

decisions, recommendations, and give feedback appropriate to the different contexts.

4. Ethical responsibilities regarding colleagues

The work of the early childhood adult educator involves interaction and collaboration with colleagues. Our professional responsibility to colleagues is to maintain positive and productive working relationships. (Section III-A of the NAEYC Code provides the foundation for the additional commitments for adult educators listed below.)

Ideals

I-4.1 To be collegial to and supportive of early childhood coworkers in our own and other institutions. (NAEYC Code I-3A.1-4)

I-4.2 To serve as mentors to junior faculty and novice adult educators.

Principles

P-4.1 When an adult learner comes to us with concerns about a colleague's competence, fairness, ethics, or accuracy, we will give the learner support in clarifying his or her concerns and in deciding and following through on a course of action to address the problem.

P-4.2 When we have concerns regarding a colleague's competence, fairness, ethics, or accuracy, we will first express our concerns to that colleague. (NAEYC Code P-3A.1)

P-4.3 When a colleague appears unwilling or unable to address problems, we will express our opinions about his or her competence through official channels such as performance evaluation.

P-4.4 We shall honor confidentiality and share information about colleagues in appropriate institutional settings. We shall not share information about colleagues in the community or with students.

5. Ethical responsibilities to children and families

Because those we train have a direct impact on children's lives, early childhood adult educators have some additional responsibilities to children and families above and beyond what is set forth in the NAEYC Code of Ethical Conduct.

Ideals

I-5.1 To support the development of competent and caring professionals to work with young children and their families.

I-5.2 To provide a diverse workforce that reflects the linguistic, racial/ethnic, cultural, and socioeconomic

backgrounds of the children served in early childhood programs and their communities.

I-5.3 To speak out against practices that are unjust or harmful to young children and their families.

Principles

P-5.1 We shall make the welfare of children the deciding factor in our decisions regarding our work with adult learners. We shall not participate in or overlook practices (in our students, colleagues, institutions, agencies, or practicum settings) that are harmful to children. **This principle has precedence over all others in this Supplement.** (NAEYC Code P-1.1)

P-5.2 We shall provide sound educational experiences for those we teach that enable them to understand and provide for the optimal development of children and support for their families.

P-5.3 We shall not allow a student to complete a program if we have direct evidence that he/she may endanger children's physical or psychological well being.

P-5.4 We shall not allow a student to pass a course or move to the next level of the profession if he/she has not demonstrated expected levels of knowledge and competence in course content or if he/she does not demonstrate the ability to relate positively and effectively with children and families.

P-5.5 We shall build into all required training minimum required levels of participation and demonstrations of understanding and competence.

P-5.6 When we have made a concerted effort to work with a student, and the student still does not demonstrate the intellectual, physical, or social-emotional capacity to work effectively with children and families, we shall make every effort to counsel the student out of the field.

P-5.7 We shall use the NAEYC Code of Ethical Conduct to assist adult learners in making sound decisions concerning their work with children and families.

6. Ethical responsibilities to community, society, and the field of early childhood education

Early childhood adult educators have extensive knowledge, expertise, and education and often have a profound impact on the field of early childhood education in their communities. Because of this leadership role they have responsibilities to community, society, and the field of early childhood education above and beyond what is expected of those who work in programs serving young children.

Ideals

I-6.1 To train caring and competent teachers who will provide safe and nurturing care and education for young children and be supportive of their families.

I-6.2 To prepare students to work successfully in and to respect the culture of the communities in which they are placed.

I-6.3 To continue to grow and learn and to base practice on the best current knowledge available.

I-6.4 To encourage the developing professionalism of the adult learners with whom we work.

I-6.5 To make other professionals, the public, and policy makers aware of the importance of the early years and the positive impact on society of highquality early childhood programs staffed by welltrained early childhood professionals.

I-6.6 To strengthen and expand the knowledge base of early childhood education.

I-6.7 To advocate on behalf of children, families, high quality programs and services for children, and professional development for the early childhood workforce.

I-6.8 To conduct research that reflects the experiences of children from diverse language, racial/ethnic, cultural, and socioeconomic backgrounds.

Principles

P-6.1 We shall be accurate and truthful when we provide recommendations and serve as references for individuals seeking admission to programs, applying for certification, or seeking employment.

P-6.2 In our role as early care and education experts, we shall base recommendations on our informed and unbiased professional opinion. We shall exercise caution before recommending commercial products or services.

P-6.3 When asked to provide an informed opinion on issues/practices, we shall make every effort to support children and families by basing our statements on current child development and early childhood education research.

P-6.4 We shall help adult learners learn to interpret and communicate assessment information in ways that convey the strengths of children and the limitations of the evaluation instruments.

P-6.5 We shall ensure that research we conduct appropriately reflects the diversity of the population upon whom its results may have future impact.

TQAS Training Module: Format and Instructions

The following provides TQAS applicants with a format and instructions to use in preparing the training module submitted to TQAS. For an example of a module that has been prepared using this format, please see the PA Pathways Sample Training Module, which is in a file that can be accessed on the website at www.papathways.org (see the Trainer Quality Assurance System for the link).

In addition to examining this sample training module, applicants should review the criteria used for scoring modules to ensure that their module has sufficient detail to allow the peer reviewers to make their assessments in the areas of content, organization, and presentation (see Appendix E-1 for details on the Training Module Scoring Instrument).

The training module submitted to TQAS for review should be divided into two parts: the OVERVIEW OF THE TRAINING MODULE and the DESIGN OF THE TRAINING MODULE. The following provides a guideline to TQAS applicants, specifying an outline format along with instructions (in italics) of what should be included in these two parts of the training module.

I. OVERVIEW OF TRAINING MODULE

Trainer's Name: *Provide the name of the trainer for this training event (i.e., the applicant to TQAS).*

Title of Training: *Provide the title of the training event as it will be reflected in any training calendar or announcement. The title should clearly reflect the content of the training event (i.e., see the Topic Code Worksheet in Appendix C, which is used to categorize training by Pennsylvania Pathways.) If this training is part of a series, please indicate in the title that the training is "Session # of #" (i.e., Session 1 of 6).*

Length of Training: *Indicate the length of the training event by specifying the number of clock hours. If the training is part of a series, indicate that the training is "# hours" of the "# hours" series (i.e., 3 hours of the 15 hour series). If the training is a college course, indicate the "# college credits (equivalent to # clock hours)" (i.e., 3 college credits, equivalent to 45 clock hours).*

Training Description: *Provide a brief description of the training that indicates who the training is for (i.e., the target audience as well as the prior knowledge/experience required, if any), if the training is part of a series, and the purpose of the training (i.e., what the participant will learn as a result of the training). This description should be approximately 75-100 words.*

Knowledge Area and Topic Code: *Specify the Pennsylvania Core Body of Knowledge (CBK) knowledge area and topic code (e.g., K1: Child Growth & Development; Topic Code 01) that best categorizes the content of the training event (see Training Code Worksheet in Appendix C for the list of topic codes). Please note that training within a knowledge area that is targeting directors and home-based providers uses knowledge area codes that begin, respectively, with the "D" and "H" letter.*

If this training event is a "train-the-trainer" session for Pennsylvania Pathways, the knowledge area is "Other" and the codes are T3 = PA Pathways Orientation to the TQAS and T7 = Adult Learning Principles. In addition, these "train-the-trainer" modules may be assigned a knowledge area from the Core Body of Knowledge for Trainers of Adult Learners (see Appendix D-1), (e.g., TQAS K6: Professionalism in Training for Early Childhood and School-Age Caregivers).

Competency Level: *Specify the competency level of the training, which reflects what you, as a trainer, expect the participant to be able to do with the knowledge as a result of the training. While a training module may have learning objectives reflecting multiple levels of competence, you are to specify the highest level that is expected, based on your design of the module. For example, if you expect participants to be able to apply the knowledge and/or skills within a particular context (competency level 2), but also have a review of basic information that participants should be aware of (competency level 1), your module should be identified as a "competency level 2" training. These levels of competence are:*

Competency Level 1: *Participants have an awareness of the knowledge area/content of the training and can describe their understanding (i.e., a caregiver learns the different domains of development and can provide a brief description of each).*

Competency Level 2: *Participants are able to apply the knowledge and/or skills within a particular context or environment (i.e., caregivers can apply their knowledge of child development within their child care classroom, which is demonstrated by their use of developmentally appropriate practice).*

Competency Level 3: *Participants are able to analyze and evaluate knowledge and skills to determine their applicability in different situations and to make adjustments where necessary (i.e., a caregiver recognizes when a child may fall outside of the range of normal development and is able to adjust curriculum and practice to meet the individualized needs of the child).*

Learning Objectives: *List the specific learning objectives of the training event that reflect what participants will know and be able to do as a result of the training. The Pennsylvania Core Body of Knowledge (CBK) provides a framework and point of departure for specifying learning objectives. While learning objectives are to be written and tailored to a specific training (in light of participant needs, ability, and time allotted), the objectives should be consistent with and derived from the PA CBK.*

Target Audience: *Identify the specific audience the training is targeting (see the Training Code Worksheet in Appendix C for the different target audiences).*

Training Content Emphasis Area: *If applicable, identify the age level of the child that the training has an area of emphasis (see the Training Code Worksheet in Appendix C for the different areas of emphasis). If training focuses on areas that are appropriate for adults (e.g., program organization and administration, working with families, etc.), then indicate that the emphasis area is "adults."*

Presentation Techniques: *Provide a brief description of the presentation techniques, such as the use of small group activities/exercises, question and answer, lecture/guided teaching, and so forth. The full details of how these techniques are used to present the specific content of this training need to be detailed in the second part, "Design of the Training Module" (see below for instructions on this).*

References: *Identify the specific references used to prepare the training, as well as additional references that participants may want to use following the training.*

Materials: *Specify the type of materials that a trainer will need to present this training (e.g., markers, newsprint, overhead slides with projector, PowerPoint set up and equipment, etc.).*

Handouts: *Identify the specific handouts that are used in this training and include copies of the handouts in the training module that is submitted to TQAS.*

II. DESIGN OF TRAINING MODULE

The step-by-step design for how the training event will be implemented should be described in this section. **The training design should have enough detail so that the TQAS peer reviewers are able to evaluate the training module in light of the criteria established** (see Appendix E-1 for the TQAS Training Module Scoring Instrument, which provides the scoring rubric that will be used to evaluate the organization, content, and presentation methods of a training module).

For an example of the level of detail required, see the PA Pathways Sample Training Module, which is in a file that can be accessed from the Trainer Quality Assurance System page of the website located at www.papathways.org. While it is not necessary that training modules submitted to TQAS use the table format as reflected in the sample, it is important that the description of the training module design include the following information:

- Timeframe for presenting each part of the training content.
- An outline of the training content along with the specific presentation techniques, which should reflect a step-by-step guide for how the content will be delivered. This guide should clearly reflect the use of adult learning principles and contain content details so that TQAS Peer Reviewers are able to evaluate the training module (see Appendix E-1, TQAS Training Module Scoring Instrument "II. Content").
- The specific materials/handouts used for presenting each part of the training content. Be explicit about how and where the materials/handouts are used in your design of the training module.

TQAS TECHNICAL ASSISTANCE SERVICE PLAN: FORMAT AND INSTRUCTIONS

The following provides TQAS Technical Assistance Consultant applicants with a format and instructions to use in preparing the TA service plan submitted for TQAS TA Consultant approval. For an example of a service plan that has been prepared using this format, please access the PA Pathways Sample Technical Assistance Service Plan on the PA Pathways website at www.papathways.org, (See the Trainer Quality Assurance System for the link.)

In addition to examining this sample TA service plan, applicants should review the criteria used for scoring TA service plans to ensure that their TA service plan has sufficient detail to allow the Peer Reviewers to make their assessments in the areas of content, organization, and presentation. (See Reference Guide Appendix E-2 for details on the Technical Assistance Service Plan Scoring Instrument.)

The technical assistance module submitted to TQAS for review should be divided into two parts: the OVERVIEW OF THE TECHNICAL ASSISTANCE SERVICE PLAN and the DESIGN OF THE TECHNICAL ASSISTANCE SERVICE PLAN. The following provides a guideline to TQAS TA applicants, specifying an outline format along with instructions (in italics) of what should be included in these two parts of the TA service plan.

I. OVERVIEW OF TECHNICAL ASSISTANCE MODULE

TA Consultant Name: Provide the name of the TA consultant providing the technical assistance (e.g., the applicant to TQAS).

Keystone Stars Quality Area and Performance Standard: Indicate which quality area (Program /Learning Environment, Family & Community Partnerships, or Administrative/Business Practices) and performance standard the TA service plan will address. (See Reference Guide Appendix C-2 Performance Standards Code Sheet for complete list of codes for performance standards.)

Core Body of Knowledge Area and Topic Code: Indicate which CBK knowledge area and topic code (e.g., K1: Child Growth & Development; Topic Code 01) that the TA service plan will meet. (See Reference Guide Appendix C-1 Training Code Worksheet for CBK knowledge areas and topic codes.) Please note that technical assistance within a knowledge area that is targeting directors and home-based providers uses knowledge area codes that begin, respectively, with the "D" and "H" letter.

Competency Level: Specify the competency level of the technical assistance, which reflects what you, as a TA consultant, expect the participant to be able to do with the knowledge as a result of the TA. While a service plan may have objectives reflecting multiple levels of competence, you are to specify the highest level that is expected, based on your design of the service plan. For example, if you expect participants to be able to apply the knowledge and/or skills within a particular context (competency level 2), but also have a review of basic information that participants should be aware of (competency level 1), your service plan should be identified as a "competency level 2" event. These levels of competence are:

Competency Level 1: Participants have an awareness of the knowledge area/content of the technical assistance and can describe their understanding (e.g., a practitioner learns the different domains of development and can provide a brief description of each).

Competency Level 2: Participants are able to apply the knowledge and/or skills within a particular context or environment (e.g., practitioners can apply their knowledge of child development within their child care setting, which is demonstrated by their use of developmentally appropriate practice).

Competency Level 3: Participants are able to analyze and evaluate knowledge and skills to determine their applicability in different situations and to make adjustments where necessary (e.g., a practitioner recognizes when a child may fall outside of the range of normal development and is able to adjust curriculum and practice to meet the individualized needs of the child).

Program Description: As it pertains to the early care and education program, indicate all that apply.

- Content focus: Infant Toddler Preschool School-age Administrative
 Type of program: Center Group Day Care Home Family Day Care Home
 Participants: Teaching Staff Director Owner/Operator Other: _____

Keystone STARS site: Yes (*Indicate KS level: ____*) No

Goal: List one overall goal for technical service.

Objectives for Technical Assistance: List at least two learning objectives for the technical assistance service plan that reflect what the participant(s) will be able to implement as a result of receiving the technical assistance, as outlined in the TA service plan. The Pennsylvania Core Body of Knowledge (CBK) provides a framework and point of departure for specifying objectives. While objectives are to be tailored to the specific needs of a program (in light of program needs, provider abilities/background, resources available, and time allotted), the objectives should be consistent with the PA CBK.

Estimate Hours: Specify the number of hours (contact time and preparation time) needed to complete the TA service plan.

Technical Assistance Techniques: Provide a brief description of the techniques to be used for technical assistance sessions, such as the use of small group activities/exercises, question and answer, lecture/guided teaching, and so forth. The full details of how these techniques are used to present the specific content of technical assistance need to be detailed in the second part, "Design of the Technical Assistance Service Plan." (See below for instructions on this.)

Materials Needed: List the materials and resources needed for completing the TA service plan.

References/Resources: Identify references and resources used to prepare the informational content and materials of the TA service plan.

Handouts/Tools/Resources: Attach a sample of handouts/tools/resources that you might use during the course of TA.

II. DESIGN OF TECHNICAL ASSISTANCE SERVICE PLAN

The step-by-step design for how the technical assistance will be provided should be described in this section. The TA service plan should have enough detail so that the TQAS peer reviewers are able to evaluate the TA service plan in light of the criteria established (see Reference Guide Appendix E-2 for the TQAS Technical Assistance Service Plan Scoring Instrument, which provides the scoring rubric that will be used to evaluate the organization, content, and presentation methods of a TA service plan).

For an example of the level of detail required, see the Pennsylvania Pathways Sample Technical Assistance Service Plan, which is in a file that can be accessed from the Trainer Approval System page of the website located at www.papathways.org. While it is not necessary that TA service plans submitted to TQAS use the table format as reflected in the sample, it is important that the Technical Assistance Service Plan contains all the information listed above including:

- Goal for technical assistance, objectives for technical assistance, and the timeframe for completing the TA service plan.
- An outline of action steps for addressing one goal of the technical assistance project. Indicate the format (ex. observation, activity, meeting, assessment, presentation of information) of each TA session, the timeline for scheduling sessions, the approximate length of each session, and the specific materials/handouts used in each session.
- An expanded outline for one action step. The action step chosen must be one that demonstrates working with early care and education practitioners and practitioner participation. It can not be an action step that is a project for the TA consultant (ex. observation or assessment of the program). Indicate specific presentation techniques, a general overview of the content to be delivered, descriptions of activities, and the prep work needed to be completed for the next session, specifying who is responsible for the work. Be explicit about how and where the materials/handouts are used within the session.
- Include samples of all handouts/tools/resources that would be used in the action step outline along with a few samples from the TA service plan.
- The outlines should clearly reflect the use of adult learning principles.

PA PATHWAYS Training Code Worksheet

For Office Use Only:

Training Code:

____ - ____ - ____ / ____ - ____ - ____

Date of Training: ____/____/____ Starting Time: _____ Ending Time: _____ Hours of Training: _____

County (where training was held): _____ Number of Persons Attending: _____

Training Site (name and city): _____

Training Organization: _____

Title of Training: _____

Select one choice from each.

Trainee Audience: Center-based Home-based School-age Relative/Neighbor Mixed providers Trainers

Training content emphasis area: Infant Infant/Toddler Toddler Preschool School-age Mixed ages
 Children with Special Needs Training topic not applicable to age of child (e.g., adult topics)

In this section, identify one Knowledge Area, Targeted Group, and its corresponding Competency Level information as it relates to the PA Core Body of Knowledge. Include a Topic Code from the reverse of this sheet.

____ Knowledge Area 1 Child Growth & Development	____ All Providers (K1) ____ Directors (D1) ____ Home-based (H1)	____ Competency Level 1 ____ Competency Level 2 ____ Competency Level 3	Topic Code _____ (See reverse for topic codes.)
____ Knowledge Area 2 The Environment, Curriculum & Content	____ All Providers (K2) ____ Directors (D2) ____ Home-based (H2)	____ Competency Level 1 ____ Competency Level 2 ____ Competency Level 3	Topic Code _____ (See reverse for topic codes.)
____ Knowledge Area 3 Families in Society	____ All Providers (K3) ____ Directors (D3) ____ Home-based (H3)	____ Competency Level 1 ____ Competency Level 2 ____ Competency Level 3	Topic Code _____ (See reverse for topic codes.)
____ Knowledge Area 4 Child Assessment	____ All Providers (K4) ____ Directors (D4) ____ Home-based (H4)	____ Competency Level 1 ____ Competency Level 2 ____ Competency Level 3	Topic Code _____ (See reverse for topic codes.)
____ Knowledge Area 5 Communication	____ All Providers (K5) ____ Directors (D5) ____ Home-based (H5)	____ Competency Level 1 ____ Competency Level 2 ____ Competency Level 3	Topic Code _____ (See reverse for topic codes.)
____ Knowledge Area 6 Professionalism & Leadership	____ All Providers (K6) ____ Directors (D6) ____ Home-based (H6)	____ Competency Level 1 ____ Competency Level 2 ____ Competency Level 3	Topic Code _____ (See reverse for topic codes.)
____ Knowledge Area 7 Health, Safety & Nutrition	____ All Providers (K7) ____ Directors (D7) ____ Home-based (H7)	____ Competency Level 1 ____ Competency Level 2 ____ Competency Level 3	Topic Code _____ (See reverse for topic codes.)
____ Knowledge Area 8 Program Organization & Administration	(This knowledge area is for directors or home-based providers) ____ Directors (D8) ____ Home-based (H8)	____ Competency Level 2 ____ Competency Level 3	Topic Code _____ (See reverse for topic codes.)

Check below to code events in the "Other" or "Train-the-Trainer" categories and indicate the training topic code.

____ Other Competency Level 1 Topic Code _____
 ____ Train-the-Trainer Competency Level 2 (See reverse for topic codes.)
 Competency Level 3
 Mixed Competency Levels

Is this training eligible for:	Indicate "Yes" or "No"	If yes, indicate # credits / CEUs	Name of institution granting CEUs
College credit?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Act 48?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
CEUs?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

PA PATHWAYS Training Code Worksheet

KNOWLEDGE AREA 1: CHILD GROWTH & DEVELOPMENT

- 01 Child development - general
- 02 Child development - social/emotional
- 03 Child development - cognitive/intellectual/brain development
- 04 Child development - physical/ sensory/motor
- 05 Variations in development/special needs/early intervention
- 06 College course
- A1 Other: _____

KNOWLEDGE AREA 2: THE ENVIRONMENT, CURRICULUM & CONTENT

- 11 Responsive environment/curriculum
- 12 Environmental design/room arrangement
- 13 Curriculum/programming
- 14 Developmentally appropriate practices
- 15 Play - types, functions, environment
- 16 Emergent literacy/language
- 17 Emergent numeracy/math
- 18 Science/social studies
- 19 Music, dance, art, drama
- 20 Technology in child care
- 21 Behavior management, discipline, guidance, conflict resolution, supervision of children
- 22 Intervention strategies for variations in development/special needs/early intervention
- 23 College course
- A2 Other: _____

KNOWLEDGE AREA 3: FAMILIES IN SOCIETY

- 31 Children within the context of families/community/culture
- 32 Family structure, cultural diversity
- 33 Family values, attitudes, parenting styles
- 34 Family support, parent/community partnerships
- 35 Family stressors, crisis intervention, legal issues
- 36 College course
- A3 Other: _____

KNOWLEDGE AREA 4: CHILD ASSESSMENT

- 41 Child assessment - methods, tools, documentation
- 42 ECE assessments - curriculum planning
- 43 Child assessment - analysis, individualized planning (IEP, IFSP)
- 44 Assessment/quality enhancement
- 45 College Course
- A4 Other: _____

KNOWLEDGE AREA 5: COMMUNICATION

- 51 Effective communication/barriers
- 52 Communication with children
- 53 Communication with adults: parents/families/staff/confidentiality
- 54 College Course
- A5 Other: _____

KNOWLEDGE AREA 6: PROFESSIONALISM & LEADERSHIP

- 60 CBK/PDR training for directors and caregivers
- 61 Professional philosophy/commitment
- 62 Professional development, career planning, training
- 63 Ethics
- 64 Advocacy
- 65 College course
- A6 Other: _____

KNOWLEDGE AREA 7: HEALTH, SAFETY & NUTRITION

- 76 Current health practices, policies
- 77 Personal care routines (naptime, toileting, grooming)
- 78 Child health record keeping
- 79 Nutrition
- 80 Pediatric first-aid
- 81 CPR/lifeguard
- 82 Fire safety
- 83 Water safety
- 84 Other health and safety
- 85 College course
- A7 Other: _____

KNOWLEDGE AREA 8: PROGRAM ORGANIZATION & ADMINISTRATION (For Directors or Home-based Caregivers)

- 90 College course
- 91 Program administration/management/styles and practices
- 92 Personnel policies/procedures
- 93 Staff supervision/evaluation/record keeping
- 94 Legal and regulatory requirements/facilities management
- 95 Budgeting/financial planning/accounting
- 96 Evaluating program/strategic planning/continuous quality improvement
- 97 Marketing
- 98 Accreditation
- 99 Fundraising/grant writing/resource development
- A8 Other: _____

OTHER

- X1 Statewide conference on multiple topics
- X2 Regional conference on multiple topics
- X3 Technical assistance/mentoring, multiple topics
- X4 College-general studies
- X5 CDA training
- X6 CDA assessment
- X7 Director Core Certificate
- X8 Director Advanced Certificate
- X9 New Staff Orientation for Center Based Caregivers
- Y1 Home-based Caregiver Orientation
- Y2 School-age Caregiver Orientation
- Y3 ICDL Certification

TRAIN-THE-TRAINER

- T1 CBK/PDR for Directors/Caregivers
- T2 Continuous Quality Improvement / Facility Training Plan Training
- T3 PA Pathways Orientation to the TQAS
- T4 Accounting
- T5 Literacy
- T6 Child Observation
- T7 Adult Learning Principles
- T8 Human Resource Management
- T9 Marketing
- A9 Other TOT: _____

Appendix C-2: Performance Standards Code Sheet

KEYSTONE STARS PERFORMANCE STANDARDS - STAR One Must meet all licensing requirements plus the following:		
Quality Area	Performance Standard	Facility Type
1.1 Staff Development	1.1.a Annual site-based training plan.	C G
1.2 Owner/Operator, & Primary Staff/Primary Caregiver – Qualifications	1.2.a High School Diploma or GED	F
	1.2.b 12 hours of documented child care training in the two years prior to applying for initial Star Designation (2 of these 12 hour must be in health and safety).	F
1.3 Program Learning Environment	1.3.a Standardized learning environment checklist.	C G
	1.3.b Completion of the KS FDCH Self-Assessment Tool	F

KEYSTONE STARS PERFORMANCE STANDARDS - STAR Two Must meet all standards for Star One plus the following:		
Quality Area	Performance Standard	Facility Type
2.1 Director or Owner/Operator, & Primary Staff/Primary Caregiver – Qualifications	2.1.a Completion of the KS Core Series of Training.	C G F
	2.1.b Working towards a CDA/CCP or 3 credits in ECE/CD or related field.	F
2.2 Director or Owner/Operator, & Primary Staff/Primary Caregiver – Development	2.2.a Annual individual training plan based on director's section of PDR.	C G F
	2.2.b 12 annual clock hours of training.	C G F
	2.2.c 3 of the 6 hours above must be in management, professionalism, supervision, leadership and/or administration.	C G
2.3 Staff Qualifications	2.3.a 33% of full time staff is enrolled in or completed a CDA/CCP, AA, or above in ECE or human services field.	C
2.4 Staff or Substitutes & Assistants – Development	2.4.a Annual individual training plan for each staff based on the PDR.	C G F
	2.4.b 9 annual clock hours of training taken by each staff member. G= must included annual fire safety in additional hours.	C G
	2.4.c Substitutes: 3 annual clock hours of training based on the PDR.	
	2.4.d Assistants: 6 annual clock hours of training based on the PDR.	F
	2.4.e Substitutes and Assistants are familiar with the children, the rules and routines, and the emergency plans of the program.	F F F
2.5 Staff Compensation	2.5.a List of all staff positions, salary, and tenure.	C G
	2.5.b Development of benefits package. (One benefit to full-time staff)	C
2.6 Child Observation	2.6.a Observation of the developmental progress of each child at least once a year.	C G
	2.6.b Establish and implement a system to document observation of each child's developmental progress, interest and needs.	
	2.6.c Documentation kept together for each child.	F F
2.7 Program Learning Environment	2.7.a Average ERS score of 3 on learning environment subscales.	C G
	2.7.b Improvement plan to address ERS Learning environment subscale scores below 3.	C G
	2.7.c Plan to address needs in FDCH Self-Assessment Tool.	
	2.7.d Improvement Plan to address scores below 3 in FDCRS subscales of Language/Reasoning and Learning Activities.	F F
2.8 Parental Involvement	2.8.a A procedure to share written individual child information with parents on a daily basis for infants and toddlers, and on an as needed basis for other age groups.	C G
	2.8.b Written means of daily communication between the staff and parents is used to share group or classroom specific information.	C G
	2.8.c One parent conference is offered a year.	C G F
	2.8.d A written method whereby parents and provider can exchange observations, concerns, and comments.	F
2.9 Community Resources/Special Needs	2.9.a Provider has obtained general information/facts on any of the special needs issues of children in care.	F
2.10 Transition	2.10.a Program provides general information to parents regarding the transitioning of children.	C G
2.11 Business Practices	2.11.a One-year operating budget, including statement of income and expenditures.	C G
	2.11.b Establish financial record keeping system.	C G F
	2.11.c Organizational structure/chart and job descriptions.	C G
	2.11.d File appropriate tax forms.	F
2.12 Staff Communication and Support	2.12.a Monthly staff meetings include discussion of children's curriculum.	C G
2.13 Continuous Quality Improvement	2.13.a Yearly ERS self-assessment and written improvement plan.	C G
	2.13.b Complete annual Facility Training Plan.	C G
	2.13.c Injury & illness tracking for children and plan of action.	C G
	2.13.d System of site safety and review and corresponding plan of action.	C G
	2.13.e Safety checks of facility and outdoor play space, using a standard checklist twice a year at season change, and a written plan of correction.	
	2.13.f KS FDCRS assessment and written improvement plan to address identified needs.	F F

Appendix C-2: Performance Standards Code Sheet *contin-*

KEYSTONE STARS PERFORMANCE STANDARDS - STAR Three		
Must meet all standards for Star Two plus the following:		
Quality Area	Performance Standard	Facility Type
3.1 Director or Owner/Operator, & Primary Staff/Primary Caregiver – Qualifications	3.1.a AA or Bachelor's degree in an ECE or human services field and enrolled in the PA Director's Core certificate or Accumulate 3 college credit hours at any time, which address management and/or administration.	C
	3.1.b Must be enrolled in a CDA/CCP or have completed 15 college credit hours in ECE or human service field.	G
	3.1.c Enrolled in a CDA/CCP program or 6 college credits in ECE/CD or related field.	F
3.2 Director or Owner/Operator, & Primary Staff/Primary Caregiver – Development	3.2.a Annually participate in 2 professional development activities.	C
	3.2.b 18 annual clock hours of training based on the Directors section of the PDR).	C
	3.2.c Annually participate in 1 professional development activities.	G
	3.2.d 15 annual clock hours of training	F
3.3 Staff or Substitutes & Assistants – Qualifications	3.3.a 50% of full time staff are enrolled in, or completed CDA/CCP, AA, or above in ECE or human services field.	C
	3.3.b All additional staff must meet primary staff licensing requirements.	G
3.4 Staff or Substitutes & Assistants – Development	3.4.a For each AGS/GS 15 annual clock hours of training, For each Aide 12 annual clock hours of training based on the PDR	C
	3.4.b 15 annual clock hours of training based on the PDR	G
	3.4.c or each Aide 12 total hours based on the PDR	G
	3.4.d Staff Involved in one professional development activity	C
	3.4.e Substitutes: 6 annual clock hours of training based on the PDR. Assistants: 9 annual clock hours of training based on the PDR.	F
3.5 Staff Compensation	3.5.a A provider based salary scale documented as part of the providers Policy and Procedure Manual.	C
	3.5.b At least 1 benefits to full time staff:	G
	3.5.c At least 2 benefits to full time staff, and stated in the policy and procedure manual.	C
3.6 Child Observation	3.6.a Observation of child's developmental progress within 45 days of program entry, and one time yearly after that.	C
	3.6.b Documented observations indicate that a development observation was completed within the first 45 days of program entry.	G
	3.6.c Documented observations are shared with the parent at least one time annually.	F
3.7 Program Learning Environment	3.7.a The average learning environment score for all sampled classrooms assessed by a Keystone STARS ERS assessor must be 4.25.	C
	3.7.b Improvement plan to address ERS Learning environment subscale scores below 3.50	G
3.8 Parental Involvement	3.8.a Coordinate at least one annual group activity involving parental or family participation.	C
	3.8.b At least two parent conferences are offered a year to discuss the child's progress, behavior, social and physical needs.	G
	3.8.c A written report of the child's progress given to the parent during at least one of the parent conferences.	F
	3.8.d At least one way is offered for parental involvement.	C
	3.8.e Parents are informed of substitutes & assistants' credentials and schedules.	G
3.9 Community Resources/ Special Needs	3.9.a Parents are provided with local health/human services information twice a year.	C
	3.9.b A written plan describing procedures referring parents to appropriate social, mental health, educational, and medical services.	G
	3.9.c Basic information from special needs assessments completed by professionals is requested.	F
	3.9.d All prescribed special needs treatments are followed.	F
	3.9.e If applicable, provider has a copy of child's IEP or IFSP and a written plan.	F
3.10 Transition	3.10.a Group meeting to provide information regarding a child's transition /encourage parents and children to connect to the school setting by visiting.	C
	3.10.b Program transfers child records, at the request of the parent, when the child transitions to another educational setting.	G
	3.10.c Program provides general information to parents regarding on transitioning a child to subsequent educational setting.	F
3.11 Business Practices	3.11.a A policy and procedure manual is developed and made available to the staff at all times.	C
	3.11.b Implement financial system with quarterly comparisons of expenses to revenue.	G
	3.11.c A projected one-year operating budget, including statement of income and expenditures.	F
	3.11.d Proof of liability insurance.	F
3.12 Staff Communication and Support	3.12.a Written annual performance evaluation of staff based on classroom observation by direct supervisor, evaluation criteria established in advance, and staff self-assessment.	C
3.13 Continuous Quality Improvement	3.13.a Written annual evaluation/review by staff, parents and school-age children.	C
	3.13.b Written plan to respond to identified needs in the annual evaluation.	G
	3.13.c Overall average score of all sampled classrooms with a Keystone STARS ERS assessment must be 4.25.	C
	3.13.d Improvement plan to address any item score of 1, and any subscale score below a 3 on the Keystone STARS ERS assessment.	F

Appendix C-2: Performance Standards Code Sheet *contin-*

KEYSTONE STARS PERFORMANCE STANDARDS - STAR Four Must meet all standards for Star Three plus the following:		
Quality Area	Performance Standard	Facility Type
4.1 Director or Owner/Operator, & Primary Staff/Primary Caregiver – Qualifications	4.1.a Bachelor's degree in an ECE or human services field. 4.1.b CDA/CCP, AA in ECE or 30 college credit hours in ECE or human service field. 4.1.c CDA/CCP or 9 college credits in ECE/CD or related field.	C G F
4.2 Director or Owner/Operator, & Primary Staff/Primary Caregiver – Development	4.2.a Annually participate in 3 professional development activities. 4.2.b 24 annual clock hours of training based on the PDR. 4.2.c 18 annual clock hours of training based on the PDR and training plan.	C C G F
4.3 Staff or Substitutes & Assistants – Qualifications	4.3.a 66% of full time staff are enrolled in, or completed CDA/CCP, AA, or above in ECE or human services field. 4.3.b One half of the 66% has completed CDA/CCP, AA, or above in ECE or human services field. 4.3.c Maintain at minimum at least one additional full time staff that is enrolled in a CDA/CCP or have completed 15 college credit hours in ECE or human service field.	C C G
4.4 Staff or Substitutes & Assistants – Development	4.4.a For each AGS/GS 24 annual clock hours of training based on PDR For each Aide 15 clock hours of training based on PDR. 4.4.b 18 annual clock hours of training based on PDR Each aide 15 total hours based on the PDR. 4.4.c Substitutes: 9 annual clock hours of training based on the PDR. Assistants: 12 annual clock hours of training based on the PDR.	C G F
4.5 Staff Compensation	4.5.a At least 2 benefits to full time staff. 4.5.b At least 3 benefits to full time staff.	C G
4.6 Child Observation	4.6.a Observation of child's developmental progress within 45 days of program entry, and three times during the calendar year. 4.6.b Results from developmental observation are used for curriculum planning. 4.6.d Uses child observation technique and conversation with child's parents to develop written goals for child's development and in planning individual group activities. 4.6.e Documented observations are shared with the parent at each conference or meeting time.	C C G G F F
4.7 Program Learning Environment	4.7.a The average learning environment score for all sampled classrooms assessed by a Keystone STARS ERS assessor must be 5.25.	C G F
4.8 Parental Involvement	4.8.a Coordinate at least two annual group activities involving parental or family participation. 4.8.b At least one group parent education activity. 4.8.c At least two ways are offered for parental involvement, 4.8.d Families and school age children are asked, at least once per year, to evaluate the program.	C C G G F F
4.9 Transition	4.9.a Parents are offered an individual meeting to provide information regarding a child's transition and receive written information about the individual child's developmental progress. 4.9.b Updated local school district transition policies reviewed with parents prior to a child transitioning.	C G F
4.10 Business Practices	4.10.a Annual business plan. 4.10.b Written code for professional conduct of staff. 4.10.c Annual independent financial review by a CPA.. 4.10.d Current business plan.	C C C G G F
4.11 Staff Communication and Support	4.11.a Staff (C=ASG & GS) is provided paid weekly curriculum and lesson planning/preparation time, away from the responsibility of the children. 4.11.b Staff members are provided time and space away from children for at least 10 minutes for every 4 hours worked. 4.11.c Develop and implement a written risk management plan.	C C C G G G
4.12 Continuous Quality Improvement	4.12.a Strategic plan to address ongoing continuous quality. 4.12.b Overall average score of all sampled classrooms with a Keystone STARS ERS assessment must be 5.25.	C C G G F

Guidelines for Training the Adult Learner

Trainers who are approved by the Trainer Quality Assurance System of Pennsylvania Pathways agree to follow the Code of Ethics (see Appendix A), which requires a commitment to design and deliver training based on current principles of adult education. These guidelines illustrate what the trainers in TQAS are expected to know and implement as they develop and deliver training and educational experiences to professionals in the field of early childhood/school-age education.

The following outlines six knowledge areas and associated skills specific to trainers of adult learners.

KNOWLEDGE AREA 1: Adult Learning and Development

Characteristics of adult learners impact the trainer's decisions about training design and delivery. These characteristics are:

- A. Adults possess a variety of background experiences and prior learning.
- B. Adults need to participate voluntarily in the learning experience.
- C. Adults learn best if they have control over learning environment.
- D. Adults desire practical application.
- E. Adults require a respectful environment, in which all individuals and ideas are valid and valued.
- F. Adults enjoy collaboration.
- G. Adults need to integrate new concepts with prior knowledge.
- H. Adults believe in lifelong learning.
- I. Adults act as change agents.

Skills

The trainer will be able to:

- Understand the characteristics of adult learners and recognize how this applies to the design and delivery of training.
- Create a learning environment that focuses on the personal goals of the adult learner, builds upon previous life experience, and promotes positive self-esteem and self-worth.
- Demonstrate respect for the diversity of background and experiences of adult learners.

KNOWLEDGE AREA 2: Assessing Training Needs

Identifying why the training is needed provides the most solid foundation for all training. It is difficult to identify the solution until the problem is identified.

- A. Assessments of training needs are based on information gathered in a variety of ways and from a variety of sources.
- B. A needs assessment can be a formal and/or informal study of individuals, an organization, or group of individuals.
- C. If training is identified as the solution to the problem, the training delivered should be somewhat customized to meet the needs of the specific group.
- D. Constant monitoring of the learners' needs throughout the session(s) maximizes learning outcomes.

Skills

The trainer will be able to:

- Identify appropriate methods to assess learning needs.
- Recognize needs and agree to the appropriateness of providing training as a solution.
- Select appropriate, research-based training content.
- Customize the training content and delivery to meet the needs of the learners.
- Evaluate strategies for assessing training outcomes.
- Suggest follow-up procedures to ensure training transfer.

KNOWLEDGE AREA 3: Training Methodology and Techniques

There are a variety of training methodologies that can be utilized when training adult learners. The selection of training methods should be a deliberate decision based upon the diverse preferences and learning styles of the participants, the skills and preference of the trainer, and the constraints of time and the physical setting. An understanding of group dynamics and group facilitation skills further ensures training success.

- A. Training messages can be delivered in a variety of ways with differing levels of effectiveness.
- B. The trainer needs to recognize the advantages and disadvantages of similarities in cultural and racial backgrounds of individuals and select training methods that enhance learning experiences for participants.
- C. Training design reflects understanding that adult learners often prefer the opportunity to participate in defining

goals based upon what they already know and have experienced.

- D. Training design works best when it is learner-centered.
- E. Understanding and application of group management skills acts both as a training method and as a technique to keep the group of learners involved and attentive.

Skills

The trainer will be able to:

- Understand the organizational process required to construct an effective training session.
- Utilize various training methods, such as lecture, demonstration, role-play, audio-visuals, group discussion, activities that prompt participants to demonstrate the skill(s) being taught and their appropriate use in training.
- Show command of training content.
- Develop and deliver well-organized training format with clear goals and objectives.
- Describe active learning techniques and their effectiveness as teaching tools.
- Structure activities and experiences to maximize learning opportunities.
- Understand his/her role as a facilitator of learning.
- Encourage group interaction as a training methodology.
- Apply group management techniques appropriately when needed in certain situations.

KNOWLEDGE AREA 4: Environment and Presentation Skills

The physical, nonverbal, visual environment in which a training activity takes place greatly influences the overall outcome of the event. Many factors affect the trainer's presentation, such as lighting, room size and odor, seating arrangement, equipment, and temperature controls.

- A. Trainers need to be cognizant of the many factors that can affect the positive outcome of a planned training activity.
- B. A variety of room arrangement layouts can enhance interpersonal activity during a training event that may help or hinder the achievement of the session's goals.
- C. Preparation is the key to an effective presentation.
- D. The trainer's voice tone, attitude, confidence, mannerisms, and energy level will affect how the content of the training activity is received and learned by participants.

Skills

The trainer will be able to:

- Prepare the training space, materials, and equipment to encourage training participants' comfort and attentiveness.
- Assess participant needs and make reasonable accommodations to the training environment to meet the needs of all participants.
- Build an environment that supports and encourages discussion about cultural/linguistic similarities and differences.
- Use culturally and linguistically similar language to enhance the training experiences of a diverse group.
- Utilize the elements that create an effective presentation style.

KNOWLEDGE AREA 5: Evaluation

Equal to the effort given to the needs assessment done prior to training should be the effort to evaluate training outcomes. There are a variety of evaluation tools and methods available for trainers to use. Evaluation results give the participants the opportunity for feedback, which allows trainers to learn, make changes, and improve their skills as a trainer.

- A. Methods to evaluate participant learning may include both informal (e.g., group exercises, question and answer sessions, and discussion) and formal (e.g., authentic assessment techniques such as observation and evaluation of performance, portfolios or objective testing).
- B. Evaluation of other aspects of the training (e.g., presentation techniques, organization, content) should also be completed, and can be done through a variety of methods (e.g., participant "satisfaction" survey, peer observation and assessment, participant informal discussion and feedback).
- C. Evaluations should directly relate to the training goals and learning objectives to provide the most useful feedback for continuous quality improvement.
- D. Evaluation results should be analyzed to determine implications for future training and participant follow-up.

Skills

The trainer will be able to:

- Use a variety of participant learning assessment methods to measure learning outcomes to determine what participants know and are able to do as a result of their training.
- Use a variety of evaluation tools to assess other aspects related to training effectiveness (e.g., presentation skills, organization, and content).

- Revise training design and follow-up based on evaluation results.

KNOWLEDGE AREA 6: Professionalism in Training for Early Childhood and School-age Caregivers

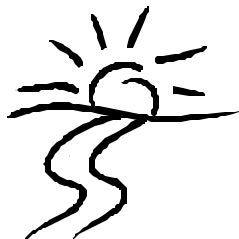
Professionalism involves seeking personal growth opportunities, making decisions, and basing training preparation and practice on the best professional standards and information available. The standards and information about best practices are available through professional resources and research.

- A. Professionals demonstrate a commitment to using best practices when designing and delivering training opportunities to adult learners.
- B. Professionals take responsibility for maintaining a safe learning environment.
- C. Professionals are aware of and adhere to the trainers' Code of Ethics in TQAS.
- D. Professionals demonstrate competence in the body of knowledge about which they are training.
- E. Professionals demonstrate an understanding and respect for the diversity needs of training participants.

Skills

The trainer will be able to:

- Understand the purpose of Pennsylvania Pathways, the professional development program for early childhood and school-age caregivers--specifically the Pennsylvania CBK and PDR.
- Use the Pennsylvania CBK as a frame of reference in developing specific training content.
- Assist caregivers in the use of the PDR to track their professional growth.
- Understand the demographics and workplace context in early childhood and school-age care.
- Use knowledge of the context of the early childhood profession to assist in identifying training needs and in adapting training activities.
- Improve one's own competence as a training practitioner by engaging in ongoing professional development activities.
- Maintain a safe training environment in which confidentiality and ethical behavior are practiced.



Standards of Best Practice for Technical Assistance Consultants

Child care technical assistance consultants are professionals that:

- Have received training in adult development and utilize adult learning principles in their work with child care facilities.
- Can serve as a model for excellence in developmentally appropriate practice in the early childhood field.
- Stay current in research and best practice in the area of their expertise.
- Incorporate reflective practice in their technical assistance methodology.
- Maintain an atmosphere of anti-bias and respect for diversity.
- Use a strengths-based approach in providing technical assistance.
- Recognize and acknowledge that caregivers are the experts regarding their own programs.
- Understand that the relationship between a consultant and caregiver is key to achieving desired outcomes and that learning occurs through relationships.
- Believe that caregivers are capable and have a role and responsibility in relationship development.
- Do all that is necessary with each facility to establish and maintain a positive working relationship built on trust and honesty.
- Support a caregiver's transition from a relationship of interdependence with the consultant to one of independence.
- Are mindful of the personal development stages of both caregivers and consultants, since being at different developmental stages can affect relationships.
- Maintain confidentiality from facility to facility and share information within a facility only on a need-to-know basis.
- Work to foster reflection and problem-solving abilities of caregivers.
- Empower/enable each facility to move forward in the change process, facilitating the process by acting as a support and a resource.
- Maintain accurate and complete paperwork on the consulting work, keeping to all deadlines set with the facilities and their TA organization.
- Respect protégés' beliefs, including those they disagree with, and work to make progress, not perfection.
- Respect and follow each program's communication system and chain of command.
- Emphasize the importance of:
 - providing care that is sensitive and responsive to children's needs
 - providing interactions that are respectful and supportive
 - providing opportunities for children to explore and discover
 - enhancing everyday routines to provide one-on-one interactions and "learning moments"
 - creating environments that are warm, inviting, and stimulating learning through play
- Act as a catalyst for change.
- Model behaviors and interactions, demonstrate techniques, and make suggestions during observations.
- Share teaching strategies or information about early childhood caregiving and developmentally appropriate practices.
- Share information with staff about quality program procedures, guidelines, and expectations.
- Offer support by active listening and by sharing own experiences based on a caregiver's needs.
- Give guidance and ideas about topics requested by staff or situations observed.
- Link staff to appropriate resources.
- Schedule observations and meetings with staff to occur at different times of the day.
- Avoid gossiping about children, families, or program staff, and guide staff towards professional strategies for resolving problems.

Consultant Required Codes of Conduct

Child care technical assistance consultants have other specific requirements that govern their behavior. The required codes of conduct include:

- TA consultants always have a staff person with them when they are with children at the facility. They may not be counted as part of a ratio group and may not be left alone with the children.
- TA consultants may not change diapers or assist in toileting procedures in any way.
- TA consultants are a mandated reporter if they suspect child abuse.
- TA consultants schedule onsite visit times and dates with protégés ahead of time--they do not arrive unexpectedly. Remember, consultants are guests in classrooms and facilities.
- TA consultants let directors know that programs are to be in compliance with DPW Day Care Regulations at all times and if blatant violations of health and safety standards are observed, they are required to report it to the DPW regional licensing office. A blatant violation is translated as a common-sense concern or observation that children may be in danger, or at risk, in their settings. If a violation is observed, consultants should also advise the appropriate agency that a complaint was registered.

TQAS Trainer Application Disposition and Scoring

Each TQAS trainer application package submitted to PA Pathways is reviewed for completion and verified for accuracy. A summary report that provides key information about an applicant (e.g., verified college degrees, experience in training adults, number of hours of adult education, signed assurances, etc.), a copy of the applicant's training module, and a TQAS Training Module Scoring Instrument (see below) are forwarded to peer reviewers.

Peer reviewers use the summary report and the scoring instrument to assess an applicant's sample training module. Two peer reviewers individually score the TQAS applicant's sample training module using a TQAS Training Module Scoring Instrument. Scores of 1 to 4 (where 4 is the highest) are indicated for various elements in three categories (organization, content, and presentation). Once scores are received from the reviewers, they are evaluated for final disposition using the following rules:

- If either reviewer has scored an applicant's training module with a "1" in three or more items, the application is not approved.
- If the average of the two TQAS peer reviewers' total scores is less than 60 points out of a possible 80 points, the application is not approved.
- If the average of the two TQAS peer reviewers' total scores is 60 points or more out of a possible 80 points (with a minimum of 20 points out of 32 in III. Presentation), the application is approved and granted a TQAS number.

If the application is approved, the applicant receives a certificate that indicates the type of TQAS trainer (i.e., Certified, Affiliate, or Specialty Discipline) and TQAS trainer number. If an application is not approved, the applicant receives notification as to the reason and suggestions regarding ways to meet TQAS qualifications.

I. ORGANIZATION		1	2	3	4	Score
I . 1 Uses quality writing	The training module is very poorly written and has several errors in grammar, usage, mechanics, or spelling.	The training module has 3-5 grammatical, usage, mechanical, or spelling errors.	The training module is satisfactory in that it only has 1-2 grammatical, usage, mechanical, or spelling errors	The training module is very clearly written with no errors in grammar, usage, mechanics, or spelling.	_____	_____
I . 2 Maintains consistency within training module	The training description, learning objectives, content, and training methods are not at all consistent with one another.	The training description, learning objectives, content, and training methods are somewhat consistent with one another.	The training description, learning objectives, content, and training methods are consistent with one another.	The training description, learning objectives, content, and training methods are highly consistent with one another.	_____	_____
I . 3 Specifies realistic learning objectives	None of the objectives are realistic for the training audience and/or purpose of the training.	Some of the objectives are realistic for the training audience and/or purpose of the training.	Most of the objectives are realistic for the training audience and the purpose of the training.	All of the learning objectives are realistic for the training audience and the purpose of the training.	_____	_____
I . 4 States measurable objectives	None of the learning objectives are written in measurable terms.	Some of the learning objectives are written in measurable terms.	Most of the learning objectives are written in measurable terms.	All of the learning objectives are written in measurable terms.	_____	_____
I . 5 Establishes logical sequence of events/activities	The events/activities do not flow in a logical sequence.	Some of the events/activities flow in a logical sequence.	Most of the events/activities flow in a logical sequence.	All of the events/activities flow in a logical sequence.	_____	_____
I . 6 Allots adequate time for events/activities	Time allotted for delivery of the training is not at all adequate.	Time allotted for delivery of the training is somewhat adequate.	Time allotted for delivery of the training is adequate.	Time allotted for delivery of the training is clearly adequate.	_____	_____

ORGANIZATION CATEGORY TOTAL SCORE _____/24

II . CONTENT	1	2	3	4	Score
II . 1 Connects theory and practice	Training content does not make a connection between theory and practice.	Training content does very little to make a connection between theory and practice.	Training content makes a connection between theory and practice.	Training content makes a very strong connection between theory and practice.	_____
II . 2 Addresses learning objectives	Learning objectives are not addressed in the content.	Learning objectives are not fully addressed in content.	Learning objectives are addressed in content.	Learning objectives are clearly addressed in content.	_____
II . 3 Matches the targeted age of the child or subject area	Does not match the targeted age of the child or subject area.	Somewhat matches the targeted age of the child or subject area.	Matches the targeted age of the child or subject area.	Clearly matches the targeted age of the child or subject area.	_____
II . 4 Matches the indicated competency level	Does not match the indicated competency level.	Somewhat matches the indicated competency level.	Matches the indicated competency level.	Clearly matches the indicated competency level.	_____
II . 5 *Reflects current research and best practice for content area	Content does not reflect current research and best practice.	Content somewhat reflects current research and best practice.	Content reflects current research and best practice.	Content clearly reflects current research and best practice.	_____ x 2 = _____

**This category is double weighted so the score is multiplied by 2.*

CONTENT CATEGORY TOTAL SCORE _____/24

III. Presentation	1	2	3	4	Score
III . 1 Provides appropriate and "user-friendly" training materials and/or handouts	Training materials/handouts are inappropriate and/or not "user-friendly."	Training materials/handouts are somewhat appropriate and/or "user-friendly."	Training materials/handouts are appropriate and/or "user-friendly."	Training materials/handouts are clearly appropriate and/or "user-friendly."	_____
III . 2 Provides quality training materials/ handouts	Training materials/ handouts are unprofessional and/or lack appropriate reference information.	Training materials/handouts look professional but do not have appropriate reference information.	Training materials/handouts look professional and have appropriate reference information.	Training materials/ handouts look very professional and have appropriate reference information.	_____
III . 3 Monitors learners' needs	Learners' needs are not monitored during the training.	Learners' needs are monitored at a minimal level.	Learners' needs are monitored.	Learners' needs are frequently monitored.	_____
III . 4 Connects content to learners' prior knowledge/experience	Learners' prior knowledge/ experience is not connected to content.	Learners' prior knowledge/experience is somewhat connected to content.	Learners' prior knowledge/experience is connected to content.	Learners' prior knowledge/experience is clearly connected to content.	_____
III . 5 Links training content to practical application	Practical application is not linked to content.	Practical application is somewhat linked to content.	Practical application is linked to content.	Practical application is clearly linked to content.	_____
III . 6 Incorporates collaborative activities to facilitate group interaction	Collaborative activities are not incorporated.	Collaborative activities are minimally incorporated.	Collaborative activities are incorporated..	Collaborative activities are clearly incorporated.	_____
III . 7 Includes suggestions and/or information for further learning	Suggestions and/or information are not included.	Includes one type of suggestion and/or source of information for further learning.	Includes 2 - 3 types of suggestions and/or sources of information for further learning.	Includes a wide variety of suggestions and/or sources of information for further learning.	_____
III . 8 Incorporates methods to measure learning objectives	Does not include either formal or informal measurement of learning objectives.	Includes formal and /or informal method(s) that could be used to measure learning objectives but are not developed.	Includes formal and/or informal method(s) to measure learning objectives that are developed.	Includes formal and/or informal method(s) to measure learning objectives that are clearly developed.	_____

PRESENTATION CATEGORY TOTAL SCORE _____/24

TQAS TA Consultant Application Disposition and Scoring

Each TQAS TA consultant application package submitted to PA Pathways is reviewed for completion and verified for accuracy. A summary report that provides key information about an applicant (e.g., verified college degrees, experience in delivering technical assistance to adults, number of hours of adult education, signed assurances, etc.), a copy of the applicant's service plan, and a TQAS Technical Assistance Service Plan Scoring Instrument (see below) are forwarded to peer reviewers.

Peer reviewers use the summary report and the scoring instrument to assess an applicant's sample service plan. Two peer reviewers individually score the TQAS applicant's sample service plan using a TQAS Technical Assistance Service Plan Scoring Instrument. Scores of 1 to 4 (where 4 is the highest) are indicated for various elements in three categories (organization, content, and presentation). Once scores are received from the reviewers, they are evaluated for final disposition using the following rules:

- If either reviewer has scored an applicant's training module with a "1" in three or more items, the application is not approved.
- If the average of the two TQAS peer reviewers' total scores is less than 75 points out of a possible 100 points, the application is not approved.
- If the average of the two TQAS peer reviewers' total scores is 75 points or more out of a possible 100 points (with a minimum of 22 points out of 36 in III. Presentation), the application is approved and granted a TQAS number.

If the application is approved, the applicant receives a certificate that indicates the type of TQAS TA consultant (i.e., Certified or Specialty Discipline) and TQAS TA consultant number. If an application is not approved, the applicant receives notification as to the reason and suggestions regarding ways to meet TQAS qualifications.

I. ORGANIZATION	1	2	3	4	Score
I . 1 Uses quality writing	The TA service plan is very poorly written and has more than 5 errors in grammar, usage, mechanics, or spelling.	The TA service plan has 3-5 grammatical, usage, mechanical, or spelling errors.	The TA service plan is satisfactory in that it only has 1-2 grammatical, usage, mechanical, or spelling errors.	The TA service plan is very clearly written with no errors in grammar, usage, mechanics, or spelling.	_____
I . 2 Maintains consistency within TA service plan	The service plan description, objectives, content, and service plan methods are not at all consistent with one another.	The service plan description, objectives, content, and service plan methods are somewhat consistent with one another.	The service plan description, objectives, content, and service plan methods are consistent with one another.	The service plan description, objectives, content, and service plan methods are highly consistent with one another.	_____
I . 3 Specifies realistic objectives for the TA service plan	None of the objectives are realistic for the provider and/or purpose of the service plan.	Some of the objectives are realistic for the provider and/or purpose of the service plan.	Most of the objectives are realistic for the provider and the purpose of the service plan.	All of the objectives are realistic for the provider and the purpose of the service plan.	_____
I . 4 States measurable objectives	None of the TA objectives are written in measurable terms.	Some of the TA objectives are written in measurable terms.	Most of the TA objectives are written in measurable terms.	All of the TA objectives are written in measurable terms.	_____
I . 5 Establishes logical sequence of events/activities	The events/activities do not flow in a logical sequence.	Some of the events/activities flow in a logical sequence.	Most of the events/ activities flow in a logical sequence.	All of the events/activities flow in a logical sequence.	_____
I . 6 Allots realistic time frame for events/activities	Time allotted for delivery of the sessions is not at all adequate.	Time allotted for delivery of the sessions is somewhat adequate.	Time allotted for delivery of the sessions is adequate.	Time allotted for delivery of the sessions is clearly adequate.	_____
I . 7 Time frame of service plan is adequate	Time frame allotted for delivery of the service plan is not at all adequate.	Time frame allotted for delivery of the service plan is somewhat adequate.	Time frame allotted for delivery of the service plan is adequate.	Time frame allotted for delivery of the service plan is clearly adequate.	_____

ORGANIZATION CATEGORY TOTAL SCORE _____/28

II . CONTENT	1	2	3	4	Score
II . 1 Connects theory and practice	Service plan content does not make a connection between theory and practice.	Service plan content does very little to make a connection between theory and practice.	Service plan content makes a connection between theory and practice.	Service plan content makes a very strong connection between theory and practice.	_____
II . 2 Objectives correspond with TA goals	Objectives do not correspond with the TA goals.	Objectives do not fully correspond with the TA goals.	Objectives correspond with the TA goals.	Objectives clearly correspond with the TA goals.	_____
II . 3 Matches the targeted needs of participants	Does not match the targeted needs of participants.	Somewhat matches the targeted needs of participants.	Matches the targeted needs of participants.	Clearly matches the targeted needs of participants.	_____
II . 4 Matches the indicated competency level	Does not match the indicated competency level.	Somewhat matches the indicated competency level.	Matches the indicated competency level.	Clearly matches the indicated competency level.	_____
II . 5** Reflects current research and best practice for content area	Content does not reflect current research and best practice	Content somewhat reflects current research and best practice.	Content reflects current research and best practice.	Content clearly reflects current research and best practice.	_____ x 2 = _____
II . 6 Emphasis on application of theory	Content does not emphasize application of theory.	Content somewhat emphasizes application of theory.	Content emphasizes application of theory.	Content clearly emphasizes application of theory.	_____
II . 7** Empowers staff to be reflective and to reassess practices	Content does not empower staff to be reflective and to reassess practice.	Content somewhat empowers staff to be reflective and to reassess practice.	Content empowers staff to be reflective and to reassess practice.	Content clearly empowers staff to be reflective and to reassess practice.	_____ x 2 = _____

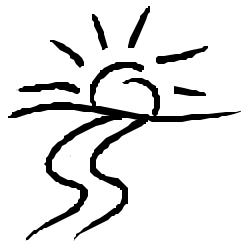
****This category is double weighted so the score is multiplied by 2.**

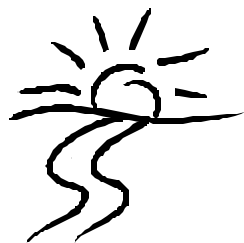
CONTENT CATEGORY TOTAL SCORE _____/36

III. Presentation	1	2	3	4	Score
III . 1 Provides appropriate and "user-friendly" materials and/or handouts	Materials/handouts are inappropriate and/or not "user-friendly."	Materials/handouts are somewhat appropriate and/or "user-friendly."	Materials/handouts are appropriate and/or "user-friendly."	Materials/handouts are clearly appropriate and/or "user-friendly."	_____
III . 2 Provides quality tools/handouts/resources	Tools/ handouts/resources are unprofessional and/or lack appropriate reference information.	Tools/handouts/resources look professional but do not have appropriate reference information.	Tools/handouts/resources look professional and have appropriate reference information.	Tools/handouts/resources look very professional and have appropriate reference information.	_____
III . 3 Monitors program's needs	Needs are not monitored during the service plan time frame.	Needs are monitored inappropriately.	Needs are monitored.	Needs are frequently monitored.	_____
III . 4 Connects content to learners' prior knowledge/experience	Learners' prior knowledge/ experience is not connected to content.	Learners' prior knowledge/experience is somewhat connected to content.	Learners' prior knowledge/experience is connected to content.	Learners' prior knowledge/experience is clearly connected to content.	_____
III . 5 Links service plan content to practical application	Practical application is not linked to content.	Practical application is somewhat linked to content.	Practical application is linked to content.	Practical application is clearly linked to content.	_____
III . 6** Allows for adaptation for provider needs	Does not allow for adaptation for provider needs.	Somewhat allows for adaptation for provider needs.	Allows for adaptation for provider needs.	Easily allows for adaptation for provider needs.	_____ x 2 = _____
III . 7 Includes suggestions and/or information for further learning	Suggestions and/or information are not included.	Includes one type of suggestion and/or source of information for further learning.	Includes 2 - 3 types of suggestions and/or sources of information for further learning.	Includes a wide variety of suggestions and/or sources of information for further learning.	_____
III . 8 Incorporates methods to measure outcomes of TA	Does not include either formal or informal measurement of outcomes of TA.	Includes formal and /or informal method(s) that could be used to measure outcomes of TA but are not developed.	Includes formal and/or informal method(s) to measure outcomes of TA that are developed.	Includes formal and/or informal method(s) to measure outcomes of TA that are clearly developed.	_____

****This category is double weighted so the score is multiplied by 2.**

PRESENTATION CATEGORY TOTAL SCORE _____/36







Pennsylvania Pathways
3823 West 12th Street
Erie, PA 16505
(800) 492-5107
(814) 836-9625
fax: (814) 836-9615
www.papathways.org