

TRAINING FOR MARYLAND'S REGULATED CHILD CARE
COMMUNITY
CONTINUED TRAINING INFORMATION PACKET



Maryland State Department of Education

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CONTINUED TRAINING INFORMATION PACKET

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INTRODUCTION

There is a wealth of information that verifies the correlation of quality of training to the quality of child care that is provided by child care professionals. Experts in the fields of early childhood, education and child development agree that training has the most influence on the quality of child care. In line with what the experts believe, Maryland's child care regulations include training requirements for both family and center child care providers.

Training is designed to provide child care professionals with the tools necessary to ensure quality care in our state's early care and education system. Training is used to deliver a very specific body of knowledge or to teach a specific skill. We need trainers who understand children, the business of child care, and use resources that reflect current early childhood research. These practices will ensure that Maryland has a well-qualified child care workforce.

To ensure that the child care community is kept abreast of current information and in response to the current regulations, the Office of Child Care – Credentialing Branch has developed a procedure to approve continued, core of knowledge and pre-service training that will be available to family child care providers and child care center staff. This approval process outlines the eligibility requirements for individual trainers as well as organizations. It sets the minimum criteria for training content the child care community must comply with as stated in the regulations.

The approval process outlined in this packet became effective November 05, 2007. Family child care providers and child care center staff must meet the requirements for training as outlined in the Family Child Care Regulations (COMAR 13A.15.06) and Child Care Center Regulations (COMAR 13A.16.06).

Maryland's early care and education training must be designed to meet the following Core of Knowledge areas:

1. Child Development
2. Curriculum,
3. Health, Safety and nutrition,
4. Community,
5. Professionalism and
6. Special Needs

A well designed system of training will ensure that Maryland's early care and education professionals are meeting the requirements of licensing regulations and ensuring that children are receiving high-quality care and educational experiences.

High quality early childhood education requires a highly skilled and specialized workforce that is supported by initial and on-going professional development. We need a well-trained child care workforce in Maryland to meet the demand for high-quality child care and to ensure that children start school ready to learn.

We at the MSDE/OCC Credentialing Branch thank you, in advance for your interest in providing quality training to the child care community of Maryland.

DEFINITIONS AND APPLICATION INFORMATION

Individual means:

1. A person who provides training to the child care community independent of an organization.
2. Completes the portion of the Training Approval Application that pertains to individuals.
3. Mails the application and all required documentation to the MSDE/OCC – Credentialing Branch.

Organization means:

1. An affiliation of people that provides training to the child care community.
2. Submits evidence of being a bona-fide organization.
3. Completes the portion of the Training Approval Application that pertains to organizations.
4. Mails the application and all required documentation to the MSDE/OCC Credentialing Branch.

Continued Training means:

1. Training given to meet the requirements of licensing regulations for child care homes and centers, but does not meet core of knowledge/credentialing requirements.
2. Participants have attended a training session to complete a number of clock hours.
3. Training as identified as Child Health Issues, Child Development, Age-Appropriate Activities, or Business Practices.
4. A certificate is awarded to each participant that states that the participant has “participated in” or “attended” training.

Core of Knowledge Training means:

1. Training that meets the requirements of the Maryland Child Care Credentialing program.
2. Training identified as Child Development, Curriculum, Special Needs, Professionalism, Community or Health, Safety, and Nutrition.
3. The participant has successfully completed the training, including an appropriate assessment.
4. A certificate is awarded to each participant stating that the participant has “successfully completed” the training.

Pre-Service Training means:

1. Training that meets the 45 or 90 clock hour requirements of COMAR13A.16.06 if taken for:
 - a. College credits; or
 - b. Non-credit from a college or a trainer approved by the Office.

REMINDER

ALL trainers must meet the minimum criteria for eligibility requirements identified in COMAR13A.14.08 Child Care Training Approval and outlined in this packet. Core of Knowledge and Pre-Service trainers are required to have a college degree from an accredited college or university.

CONTINUED TRAINING POLICIES AND PROCEDURES

Who Can Apply?

Persons interested in offering training/professional development to early care and education professionals in Maryland.

Types of Approvals

Individual: a person providing training/professional development to the early care and education community independent of an organization.

Organization: an organization recognized by the State of Maryland as a legal operating organization and/or corporation.

Training Conference: an approved individual or organization that is sponsoring a training conference must apply for approval prior to the training event. The Office of Child Care—Credentialing Branch will review the description/purpose of the conference and description of each workshop and presenter.

If approved, the conference will be awarded a “Conference Approval” number. Individuals who are not an approved trainer in Maryland, but are requested to instruct for a “one time” training/conference event (e.g., a keynote address, a workshop at a conference) are not required to have a training approval number.

Trainer Requirements

Persons interested in offering training/professional development to early care and education professionals in Maryland must meet the minimum criteria identified as indicated on the next page.

Application Packet

A completed application packet includes:

1. Completed Continued Training Application, which is signed and dated.
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. Applicants with a high school diploma or GED must submit a copy of their diploma or GED. Other documents as related to professional development in adult education principles should be submitted as appropriate.
4. References from individuals who can attest to the ability of the applicant to instruct in his/her area(s) of expertise and practice adult educational principles. All applicants are required to submit three (3) letters of professional reference.
5. Verification that the applicant has participated in the Maryland Trainer’s Orientation session.
6. A copy of articles of incorporation or articles of organization.
7. A copy of statement of business practices that includes policies on: registration, fees, cancellation, refunds, requirements for successful completion and issuance of certificates.
8. Completed “Training Proposal Description” and “Detailed Training/Lesson Plan” demonstrating the applicant’s ability to design at least a two-hour training that a) has clear and concise objectives and an outline of content that is consistent with Core of Knowledge, b) utilizes training methodology, group process skills, presentation techniques consistent with adult learning principles, and c) incorporates appropriate implementation strategies.

TRAINER REQUIREMENTS

	Pre-Service and Core of Knowledge Training	Continuing Training
	Each applicant must attend Maryland's Trainer Orientation	
EDUCATION	<ul style="list-style-type: none"> • Each individual applying to offer pre-service or core of knowledge training shall have: • Attained an associate's, bachelor's, master's, or doctoral degree from an accredited college or university in: <ul style="list-style-type: none"> (a) Early childhood education; (b) Elementary education; (c) Child development; (d) Home economics; (e) Nursing; (f) Social work; (g) Special education; or (h) A related field; • Completed at least one course in: <ul style="list-style-type: none"> (a) Child development; and (b) Curriculum development; • If applicable, completed coursework requirements of COMAR 13A.16.06 as they apply to the age group covered in the core of knowledge or pre-service training. 	<p>Each individual applying to offer continued training shall meet at least one of the following four requirements:</p> <ul style="list-style-type: none"> (1) Attained an associate's, bachelor's, master's, or doctoral degree from an accredited college or university in: <ul style="list-style-type: none"> (a) Early childhood education; (b) Elementary education; (c) Child development; (d) Home economics; (e) Nursing; (f) Social work; (g) Special education; or (h) A related field; (2) Possession of a valid credential or certification in: <ul style="list-style-type: none"> (a) Early childhood education; (b) Elementary education; or (c) Care of children; (3) At least 4 years of experience working in a child care setting directly with children of the age group to be discussed in the course; or
EXPERIENCE	<ul style="list-style-type: none"> • At least 4 years of experience working in a child care setting directly with children of the age group to be discussed in the course. 	<ul style="list-style-type: none"> (4) A combination of education and experience sufficient to substantiate the applicant's special skills or expertise in the training area
ALTERNATIVE	A trainer who does not meet the experience criteria may substitute documentation of employment as an instructor of early childhood education, elementary education or related field from an accredited college or university	
TRAINING	<p>An individual who becomes approved to offer pre-service, continued, or core of knowledge training shall present evidence of having successfully completed within the:</p> <ul style="list-style-type: none"> (1) First year of approval, an approved train-the-trainer session (unless previously completed); and (2) Previous 4 years, 12 clock hours of approved training related to the: <ul style="list-style-type: none"> (a) Training of adults; or (b) Discipline for which the individual is approved. 	

STATEMENT OF ETHICAL STANDARDS

As an individual working with child care professionals, I commit myself both to upholding a standard of excellence based on depth and breadth in my subject area and to promoting professional development across the child care continuum.

Ethical Responsibilities:

- Support the development of competent and caring professionals to work with young children and their families;
- 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 that are harmful to children;
- Provide sound educational experiences that enable training participants to understand and provide for the optimal development of children and support for their families;
- Respect and address the needs of all adult learners in my program by utilizing appropriate teaching methodologies;
- Respect each learner's knowledge and experience;
- Provide training that is based on current and accurate knowledge of the field of early childhood education, child development, adult development and learning, as well as other relevant disciplines and is supported by appropriately referenced bibliographies and handouts;
- Recognize and respect cultural differences and personal values;
- Be open to new ideas and be willing to learn from others;
- Ensure that information presented in my program is consistent with all applicable licensing and training regulations;
- Ensure that every participant has been given a fair chance to succeed and diverse ways to demonstrate their competence and has met the requirements for receiving a certificate;
- Participate in ongoing professional development both in my subject matter and in adult learning theory and practice so that I am able to present current, well-grounded information to training participants;
- Respect the integrity of training courses by following approved training course descriptions;
- Offer training and instruction only in areas in which we have or can obtain appropriate experience and expertise;
- Encourage the developing professionalism of the adult learners with whom we work;
- Inform other professionals, the public, and policy makers of the importance of the early years and the positive impact on society of high-quality early childhood programs staffed by well-trained early childhood professionals;
- Serve as an advocate on behalf of children, families, high-quality programs and services for children, and professional development for the early childhood workforce.

Adapted from the National Association for the Education of Young Children – Code of Ethical Conduct Supplement for Early Childhood Adult Educators, 2004

RENEWAL

All training approvals remain active for a period of four (4) years provided that the individual and/or organization continue to demonstrate competence and adhere to Maryland Child Care Training Approval regulations. Office of Child Care –Credentialing Branch will review training records and performance evaluations in making a determination of renewal.

As part of the renewal process, the Individual and/or Organization must submit a completed Training Approval Application and other required documentation within 60 calendar days prior to the expiration of their current approval. Applications submitted less than 60 days prior to expiration may result in a gap in ability to provide training/professional development in the State of Maryland.

Documentation that must be provided includes:

- A minimum of 12 hours of continued training during the past four years, related to adult learning principles and/or the Core of Knowledge content areas.
- Documentation of any changes made to previously approved training/professional development.
- The Office of Child Care will **NOT** send a renewal notice before expiration of the approval.

If the applicant fails to submit an application and all required documents, the approval will expire and the Office of Child Care will no longer accept any training given as meeting the requirements of the regulations for child care providers in the State of Maryland.

SANCTIONS

If an approved trainer or approved training organization violates any requirement of the Code of Maryland Regulations (COMAR) 13A.14.08 “Child Care Training Approval”, the Office may:

1. Enter into an agreement with the individual or organization, or
2. Withdraw the approval.

If the Office determines that the approval must be withdrawn, a notification will be sent to the individual or training organization twenty calendar days in advance of the action.

The individual or organization has the right to appeal the Office’s decision to withdraw the training approval. This appeal process is outlined in COMAR 13A.14.08.11 “Appeal”.

TRAINING PROPOSAL DESCRIPTION

Submit one proposal description form for **each** training

Print legibly with black or blue ink.

Date:

Check One:

New Training Proposal
 Revised (previously approved)
OCC Approval #:

1. Individual/Organization: _____
2. Name of Organization Representative : _____
Daytime Phone _____ E-mail _____
3. Training Title: _____
4. Presenter(s): _____
5. Type of Training – Select Core of Knowledge or Continued:
 CORE OF KNOWLEDGE **CONTINUED TRAINING**
6. Content Area and Hours Allotted: Select the content area that will identify the major focus of this training. Training must be a minimum of 2 hours to qualify as Core of Knowledge. Specify the amount of hours for each content area.
 Child Development Curriculum Health, Safety, Nutrition
 Special Needs Professionalism Community
7. Brief description of the training (Two to Three Sentences): _____

8. Age Group: Infant/Toddler Preschool School-Age
9. Attach the following information with this completed form for **each** training:
 - Training Objectives –should reflect what the participant should know and be able to do as a result of this training.
 - Detailed Training Timeline
 - Detailed Lesson Plan
 - Current Bibliography – a minimum of three (3) current sources (within past 10 years)
 - Copy of handouts used during training
 - Copy of Pre/Post Assessment
 - Copy of Certificate Issued to Participants (First application only)

Incomplete training proposals will be returned.

TRAINING FORMAT AND INSTRUCTIONS

The following provides applicants with a format and instructions to use in preparing the training proposal. Applicants should review the criteria used for scoring training proposals to ensure that their training proposal has sufficient detail to allow the reviewers to make their assessments in the areas of content, organization, and presentation.

Training Title:

Provide the title of the training as it will be reflected in the automated tracking system, advertisements, and certificates.

The title should clearly reflect the content of the training. If the training is part of a series, please indicate in the title that the training is "Session # of #).

Training Description:

Provide a brief description of the training that indicates who the training is for, if the event is part of a series, and the purpose of the training.

Training Objectives:

A minimum of three objectives; written in behavioral terms (measurable/understandable). Example: Participants will list three characteristics of the training approval process. Objectives should reflect what participants will know and be able to do as a result of the training experience. The Core of Knowledge provides a framework and point of departure for developing training objectives. Training objectives are to be written and tailored to a specific session using the Core of Knowledge chart as a guideline.

Detailed Training Timeline

Indicate the length of the training by specifying the number of clock hours for the entire training and timeframe for presenting each part of the training content.

Detailed Lesson Plan

This section provides the information and activities that will accomplish the objectives. Presentation techniques should be presented, such as the use of small group activities/exercises, question and answer, lecture/guided teaching, and so forth. Identify the specific handouts that are used in this training and include copies of the handouts in the training proposal that is submitted to MSDE. Ensure that each reference is cited for the content of the handout.

Bibliography/References

Identify the specific references used to prepare the training, as well as additional references that participants may want to use following the training session. A minimum of three (3) current sources (within the past 10 years) must be used in developing the training proposal. Indicate

Assessment

Each workshop session must include an assessment in order to meet the requirements for the Maryland Child Care Credential. If an assessment is not part of the training only continued training, not Core of Knowledge training may be documented on the certificate.

Assessment includes but is not limited to:

- Written (paper, computer) assessment including but not limited to tests
- Oral assessments including but not limited to tests
- Field experience
- Demonstration (teacher based, student based)
- Observation (teacher based, student based)
- Portfolio
- Student developed video

Assessment **does not** include:

- General classroom discussion
- General group participation
- Unanalyzed observations or descriptions

Designing of Training/Lesson Plan

The step-by-step design for how the training will be implemented should be described in detail. The design should have enough detail so that the reviewers are able to evaluate the training using the criteria established.

It is important that the training/lesson plan include the following information:

- Timeframe for presenting each part of the training content.
- An outline of the content along with the specific presentation techniques, which should reflect a step-by-step guide for how the content will be delivered. This should clearly reflect the use of adult learning principles.
- The specific materials/handouts used for presenting each part of the content. Handouts should cite the resource used to develop.
- Be explicit about how and where the materials/handouts are used in the training.

Example Training/Lesson Plan Format

Training Title: _____

Bibliography/References and Resources (A minimum of three (3) sources):

Training Objectives (Please number each objective):

OBJECTIVE (List number from above)	TIME	CONTENT OUTLINE	PRESENTATION METHODS	HANDOUTS/MATERIALS

The Core of Knowledge is defined as theories and practices that are essential for individuals working with children in family child care homes and child care centers. The six Core of Knowledge areas are listed in chart below. Each bulleted item under the core of knowledge area identifies the *content* of a workshop or a component of a college class.

<u>CHILD DEVELOPMENT</u>	
<ul style="list-style-type: none"> • Child growth and development theories, methods of research and effects on child care and education • Domains (social, emotional, physical, cognitive and aesthetic) and stages of development • Links between development and learning • Methods of observing child behavior and progress • Theories of guidance and discipline 	<ul style="list-style-type: none"> • Positive child guidance strategies that promote pro-social behavior • Research in early brain development • Character development as it relates to behavior and management • Appropriate supervision for age/level of development • Documentation of growth and learning
<u>CURRICULUM</u>	
<ul style="list-style-type: none"> • Significance of play, emergent curriculum in learning and development • Developmentally appropriate practices that focus on children's needs/interests, and consider culturally valued content and home experiences • Learning experiences that help children develop emerging intellectual curiosity, problem solving and decision making skills, and critical thinking • Integrating learning experiences with curriculum theories and current research • Appropriate supervision for all children's activities 	<ul style="list-style-type: none"> • Use of informal and formal assessments to plan activities, individualize programs, and improve program quality • Planning and implementation of appropriate environments for children which facilitate development in all domains • Design of new environments or modification of existing ones that nurture and educate children and meet state regulatory requirements • Appropriate equipment and materials for outdoor and indoor learning spaces • Design, implementation and evaluation of child care and education programs
<u>HEALTH, SAFETY AND NUTRITION</u>	
<ul style="list-style-type: none"> • Health issues and nutrition for children • Implementation of safety management practices • Issues affecting the health & safety of children • Illness prevention 	<ul style="list-style-type: none"> • Health record keeping and policy considerations • Abuse, neglect and injurious treatment • Practices and procedures for sanitation
<p>First Aid/CPR may not be counted toward this area for the Core of Knowledge</p>	
<u>PROFESSIONALISM</u>	
<ul style="list-style-type: none"> • Historical/philosophical foundations of early care and education • Diversity of child care programs • Current issues, trends, research, and opportunities in the child care field • Self-awareness and assessment • Personal philosophical perspective as a basis for making professional decisions • Ethics and professional behavior • Mentorship • Advocacy for children and child care programs 	<ul style="list-style-type: none"> • Awareness of professional organizations, licensing, credentialing processes, community resources • Child care facility and daily operations • Financial planning and management • Staff/program development, supervision, and evaluation • Leadership, team building, and conflict resolution • Child care policies, licensing regulations, legal and advocacy issues • Determining community child care needs, marketing, public relations • The value of developing policies
<u>SPECIAL NEEDS</u>	
<ul style="list-style-type: none"> • Developmentally appropriate practices for children with varying developmental, emotional, cognitive, language and/or physical needs • Understanding the special needs of all children 	<ul style="list-style-type: none"> • Inclusionary practices • Design of accessible learning environments • Theoretical and legal foundations for special programs • Special populations and medical implications
<u>COMMUNITY</u>	
<ul style="list-style-type: none"> • Supportive and effective communication skills • Dynamics, roles and relationships among children, families, and child care professionals • Community resources that support children & families 	<ul style="list-style-type: none"> • Sociology of children and families • Parent participation in child care/education programs • Recognition of diversity in society • Benefits and process of collaborations

BIBLIOGRAPHY FORMAT

The bibliography listing is to follow the APA style of recording. All work is to be listed in alphabetical order according to the first letter of the publication's title.

Books

Format:

Author's last name, first initial. (Publication date). *Book title*. Additional information. City of publication: Publishing company.

Magazine & Newspaper Articles

Format:

Author's last name, first initial. (Publication date). Article title. *Periodical title, volume number(issue number if available)*, inclusive pages.

Website or Webpage

Format:

Online periodical:

Author's name. (Date of publication). Title of article. *Title of Periodical*, volume number, Retrieved month day, year, from full URL

Online document:

Author's name. (Date of publication). *Title of work*. Retrieved month day, year, from full URL

Use the following as a guide for the bibliography page:

References

Battery. (1990). *Encyclopedia britannica*. (pp. 100-101). Chicago: Encyclopedia Britannica.

Best batteries. (December 1994). *Consumer Reports Magazine*, 32, 71-72.

Booth, Steven A. (January 1999). High-Drain Alkaline AA-Batteries. *Popular Electronics*, 62, 58.

Brain, Marshall. How batteries work. *howstuffworks*. Retrieved August 1, 2006, from <http://home.howstuffworks.com/battery.htm>

Dell, R. M., and D. A. J. Rand. (2001). *Understanding batteries*. Cambridge, UK: The Royal Society of Chemistry.

Learning center. *Energizer*. Eveready Battery Company, Inc. Retrieved August 1, 2006, from <http://www.energizer.com/learning/default.asp>

Learning centre. *Duracell*. The Gillette Company. Retrieved July 31, 2006, from <http://www.duracell.com/au/main/pages/learning-centre-what-is-a-battery.asp>

TRAINING CERTIFICATE REQUIREMENTS

Each certificate issued to a participant must include the following information:

1. Title of the workshop or course
2. Number of clock hours received
3. Date of the workshop or course
4. Specify the content of training: **Core of knowledge content area:** (Child Development, Curriculum, Special Needs, Professionalism, Community or Health, Safety, and Nutrition). The certificate may list more than one area, however each area must show the number of clock hours covered in each specific area. **Continued training content area:** (Child Health Issues, Child Development, Age-Appropriate Activities, Business Practices)
5. Name of the presenter
6. Approval number assigned by the Office of Child Care, and
7. The logo or name of the approved organization -- individual

Sample Certificate:

Name of Training Organization - Individual	
	
Certificate awarded to Name of Participant	
Fill in the blank with the appropriate wording: Core of Knowledge - "successfully completed", Continued Training - "participated in", or "attended"	
has _____	_____
★ Title of Workshop ★	
Date(s) of workshop Core of Knowledge or Continued Training Content Area Number of Clock hours OCC Approval Number	Presented by _____ Printed name of presenter under signature line Title, if any

APPLICANT'S CHECKLIST

Before mailing your application, check to make sure you have included all required information.

√	Item	Required	Send
	Completed, signed and dated application form.	Yes	Original
	Evidence of having attended an orientation session for trainers.	Yes	Copy
	For organizations only, articles of incorporation or articles of organization.	Yes	Copy
	Statement of business practices that includes policies on: registration, fees, cancellation, refunds, requirements for successful completion and issuance of certificates.	Yes	Copy
	Three letters of professional reference.	Yes	Originals
	Individuals: College Transcript and Resume	Yes	Copy
	Organizations must keep copies of trainer eligibility for <i>each</i> trainer on file.		
	Complete "Training Proposal Description" form	Yes	Originals
	Detailed Training/Lesson Plan	Yes	Copies
	Assessment tool or description of assessment measure	Yes	Copy
	Sample Certificate	Yes	Copy
	Participant's Evaluation Form	Yes	Copy

REMINDER

Do not send original transcripts, diplomas, certificates, licenses, etc. **Do** send clear legible copies of these documents.

Mail application and all supporting documentation to:

Maryland State Department of Education
Office of Child Care - Credentialing Branch
200 West Baltimore Street
Baltimore, MD 21201