miregistry

Course Event Approval Guide

March 2018

Contents

Course Introduction

The MiRegistry supports high quality training opportunities for child care and education practitioners statewide. Approved courses in MiRegistry must meet the following standards:

- Follow best practices in the field.
- List specific measurable objectives related to specific learning outcomes.
- Directly link to Core Knowledge and Core Competency Areas.
- Incorporate adult learning principles.
- Include a detailed instructional plan.
- Meet the guidelines for professional development as defined by child care licensing.
- Clear, easy-to-read, and free of spelling, grammatical, and punctuation errors.

Accessing the Online Course Submission Application

The following approved Trainers and Training Sponsor Organizations can submit courses for approval:

- **Approved Trainers** are eligible to propose and submit courses in all Core Knowledge and Core Competency Areas.
- **Training Sponsor Organizations** are eligible to submit courses in all Core Knowledge and Core Competency Areas.

*Expired trainers do not have access to submit courses for approval.

Course Submission Timeline and Status

MiRegistry reviews all courses for approval in date of submission order. This process may take up to 3-4 weeks. After review, the course owner will receive an email notification of approval or if revisions are required. If revisions are required, the applicant will receive an email that includes details about how to make revisions and resubmit the course for approval.

Completing the MiRegistry Course Submission Form

Each section represents a field of the online course submission application. The requirements are listed below for each section. One document can be uploaded to address the requirements of the instructional plan, however information for each course criteria must be cut and pasted from the document into the course submission form online.

Course Information	

COURSE TITLE:	Titles must:
	  ✓ Be short and clear.
	  ✓ Have correct capitalization and punctuation.
	  ✓ Match the content of the course.

COURSE TYPE:	All training in the MiRegistry is General Training unless it is approved as a CEU or State Continuing Education Clock Hours (SCECH) course. Only trainers and training organizations that have been approved to offer CEU, for credit courses, and SCECH courses have the option to select these options for course type. For more information on State Continuing Education Clock Hours, see: http://www.michigan.gov/documents/mde/SCECH_Overview_553516_7.PDF

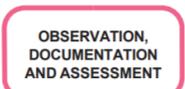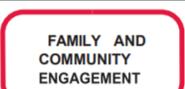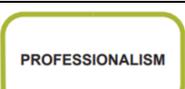| TRAINING LEVEL:	Developing Trainer must meet a 10-point minimum on the rubric using any combination of education, training experience, and field experience. **Developing level training is designed to provide the participant with:** - A basic understanding of concepts and opportunity for skill development - Resources and information about where to find resources - Reinforcement for behaviors and dispositions that support and foster development in children Achieving Trainer must meet a 10-point minimum on the rubric with a minimum score of: ✓ 2 points in education ✓ 1 point in training experience ✓ 1 point in field experience. **Achieving level training is designed to provide the participant with:** - An opportunity to practice and refine skills - Build on long-term support systems - Put concepts and behaviors into context within their own environment - Opportunities to build professional networks and support Extending Trainer must meet a 12-point minimum on the rubric with a minimum score of: ✓ 4 pts in education ✓ 4 points in training experience ✓ 4 pts in field experience. **Extending level training is designed to provide the participant with:** - Opportunities for gaining more specialized, in-depth information - Motivation for a deeper understanding of issues - Meaningful search for insight, perspective, and realism - Skills for leadership, advocacy, and mentoring roles

COURSE DESCRIPTION:	Course descriptions must: ✓ Focus on content. ✓ Be clear, coherent, easy-to-read, grammatically correct, and presents information in a detailed, organized way. ✓ Use proper capitalization, punctuation, and sentence structure. ✓ Be 30-100 words.
OWNER OF THE TRAINING CURRICULUM:	Private/Trainer ✓ Course is exclusively owned by the trainer or training organization Public Domain (State/Federal) ✓ Course was developed by a government agency or non-profit and has been made available to the public for widespread use, with little or no restrictions Publisher ✓ Course (or the majority of the course content) was developed by a private publisher that has granted the trainer permission to offer this content ✓ Name of the publisher must be indicated ✓ MPDR must confirm with the publisher the trainer has permission to offer the course content. Other ✓ If none of the above options fit, a short description of how the course was developed must be provided. ✓ Further clarification may be required.

Course Content

CATEGORY:	Infant, Toddler, Preschool, School Age, Business, or Other
CLASSROOM HOURS:	The estimated training hours attributed to the Core Knowledge and Core Competency area(s) must be realistic given the length of time of the training.
CORE COMPETENCY AREAS:	*See chart below.* Selection(s) must: ✓ Indicate which early childhood or school-age Core Competency area(s) the course is targeting. ✓ Match the course description, objectives, outline and content. ✓ Match the total number of time allocated to the course. Fractions of an hour can be entered as decimals. For example, 30 minutes is entered as 0.5 hours. Do not enter amounts less than 0.25 (15 minutes). Content hours must add up to Classroom Hours + Additional Hours. ✓ One-hour courses should only have one core competency area selected. Longer courses could have a primary and secondary area of focus by hours. Primary core competency areas selected should not be shorter than one hour per core competency. One secondary core competency can be entered as less than an hour. More information on *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce*. https://www.michigan.gov/documents/mde/MI_CKCC_6-19-14_Revisions_461813_7.pdf More information on the *National AfterSchool Association Core Knowledge and Competencies for AfterSchool and Youth Development Professionals* http://naaweb.org/images/pdf/NAA_Final_Print.pdf
CDA CONTENT AREA:	CDA (Child Development Associate) Content Area(s) are automatically calculated based on the hours indicated in the Core Competency Area(s)

Core Knowledge and Core Competency (CKCC) Areas (Early Childhood)

CHILD DEVELOPMENT	**Core Knowledge Area: Child Development** Competencies include understanding young children's characteristics and needs and the multiple interacting influences on children's development and learning.
INTERACTIONS AND GUIDANCE	**Core Knowledge Area: Interactions and Guidance** Competencies include understanding and use of positive relationships and supportive interactions as the foundation for work with young children.
TEACHING AND LEARNING	**Core Knowledge Area: Teaching and Learning** Competencies include understanding relationships with children and families; developmentally effective approaches to early learning and integrated learning experiences; knowledge of academic disciplines; and the ability to design, implement and evaluate experiences that promote positive development and learning for all children.
OBSERVATION, DOCUMENTATION AND ASSESSMENT	**Core Knowledge Area: Observation, Documentation, and Assessment** Competencies include understanding the goals, benefits and uses of effective assessment strategies in a responsible way in partnership with families and other professionals to support children's development and learning.
HEALTH, SAFETY, AND NUTRITION	**Core Knowledge Area: Health, Safety, and Nutrition** Competencies include using knowledge and other resources to provide healthy and safe environments that provide children and adults with opportunities to learn and practice healthy behavior related to nutrition and meals, illness and accident prevention, dental and physical well-being, and emergency procedures.
FAMILY AND COMMUNITY ENGAGEMENT	**Core Knowledge Area: Family and Community Engagement** Competencies include understanding and valuing the importance and complex characteristics of children's families and communities to create respectful, reciprocal relationships that support and empower families and involve them in their children's development and learning.
PROFESSIONALISM	**Core Knowledge Area: Professionalism** Competencies include knowledge and use of ethical guidelines and other professional standards related to early childhood practice that foster collaborative learners who demonstrate reflective and critical perspectives; make informed decisions; and advocate for sound educational practices and policies.
MANAGEMENT	**Core Knowledge Area: Management** Competencies include using knowledge and resources to effectively manage early care and education programs, focusing on business practices, operations, financial planning, and staff management.

Core Knowledge and Competency Areas (School Age)

Core Knowledge Area: Child/Youth Growth and Development Competencies include knowledge and use of typical benchmarks of growth and development to provide a program that meets the multiple needs of children and youth.

Core Knowledge Area: Interactions with Children and Youth Competencies include recognizing the importance of relationships and communication in the practice of quality child and youth care, and implementing guidance techniques and strategies to support children and youth individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and positive interactions with their peers and adults.

Core Knowledge Area: Learning Environments and Curriculum Competencies include creating a high-quality learning environment and implementing age-appropriate curricula and program activities.

Core Knowledge Area: Child/Youth Observation and Assessment Competencies include understanding and implementing observation and assessment techniques and tools to meet individual needs.

Core Knowledge Area: Safety and Wellness Competencies include ensuring the safety and wellness of children and youth by implementing prevention, preparedness, and health and safety practices.

Core Knowledge Area: Family, School, and Community Relationships Competencies include building on respectful, reciprocal relationships across settings to promote optimal development for children, youth, and families and to enhance the quality of afterschool and youth development services.

Core Knowledge Area: Professional Development and Leadership Competencies include knowledge and use of ethical guidelines, commitment to continuous learning, and advocacy for best practices and policies for children and youth.

Core Knowledge Area: Program Planning and Development Competencies include supporting staff and serving as a role model around professional development plans by building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

Core Knowledge Area: Youth Engagement Competencies include acting in partnership with children and youth to foster appropriate child and youth leadership and voice.

Core Knowledge Area: Cultural Competency and Responsiveness Competencies include actively promoting respect for cultural diversity and creating an inclusive, welcoming, and respectful environment that embraces diversity.

Instructional Plan

OUTLINE:	Written content provided in the training outline must be free of spelling, grammatical, and punctuation errors.

Training Content

Training content must be consistent with sound theories and principles of child development, professional development competencies, quality standards, best practices, and licensing regulations. The trainer must connect the content to practical application. The content outline should include content that supports each objective and core competency indicated.

Training content for an ECE training should align to the CKCC indicators that are labeled Developing, Achieving, or Extending to be categorized as such. Training content for SA training should align to the five levels, i.e. it expected Developing training aligns with Level 1 or 2 competencies; Achieving training aligns with Level 2, 3, or 4 competencies; and Extending training aligns with Level 4 or 5 competencies.

Reference the *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce* to review the training content and level are in alignment to one or two CKCC. https://www.michigan.gov/documents/mde/MI_CKCC_6-19-14_Revisions_461813_7.pdf

Reference the *National AfterSchool Association Core Knowledge and Competencies for AfterSchool and Youth Development Professionals* to review the training content and level are in alignment. http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Developing level training incorporates knowledge and comprehension. It should be designed to provide the participant with:
- ✓ A basic understanding of concepts and opportunity for skill development
- ✓ Resources and information about where to find resources
- ✓ Reinforcement for behaviors and dispositions that support and foster development in children

Achieving level training incorporates application and some analysis. It should be designed to provide the participant with:
- ✓ An opportunity to practice and refine skills
- ✓ Build on long-term support systems
- ✓ Put concepts and behaviors into context within their own environment
- ✓ Opportunities to build professional networks and support

Extending level training incorporates analysis and synthesis. It should be designed to provide the participant with:
- ✓ Opportunities for gaining more specialized, in-depth information
- ✓ Motivation for a deeper understanding of issues
- ✓ Meaningful search for insight, perspective, and realism
- ✓ Skills for leadership, advocacy, and mentoring roles

PREREQUISITES:	Prerequisites are courses or skill sets that the practitioner must have to be successful in this training. Prerequisite courses are classes, courses, or trainings that participants should have taken before taking this training. Prerequisite skill sets are skills that a participant needs to have to understand or apply the material from this training.	Examples: A prerequisite for a two-part course would be successfully completing part one before part two. A prerequisite skill set for a center administrator training may be a certain number of years as a center teacher.
LEARNING OBJECTIVES:	Two hours of training might only address one or perhaps two objectives. You should be able to assess if the objectives can be met. A learning objective must: ✓ Be clearly stated ✓ Align with the Core Knowledge and Competency Area ✓ Be relevant to the subject matter ✓ Be applicable to the early childhood or school age program setting ✓ Answer the question, "What will the participant learn and be able to do after taking this training?" ✓ Use action verbs to describe measurable outcomes that are related to professional knowledge, skills, and/or dispositions, such as: • analyze • apply • argue • assess • breakdown • calculate • clarify • classify • compare • construct • contrast • create • defend • define • demonstrate • describe • design • determine • differentiate • discriminate • discuss • distinguish • estimate • evaluate• explain • formulate • identify • illustrate • indicate • interpret • judge • label • list • name • order • organize • plan • predict • prepare • recall • recognize • reproduce • select • solve • support• translate • use *Avoid using verbs that are difficult to observe and measure, such as: •appreciate • be aware of • become acquainted with • comprehend • cover •familiarize • gain knowledge of • know • learn • realize • study • understand	Examples: At the end of this training, participants will be able to: ▪ Identify three developmental characteristics of infants. ▪ Demonstrate appropriate hand washing techniques. ▪ Name one effect of a deficit approach ▪ Describe how a shared power approach may impact the workplace. ▪ Describe the value of play in learning. ▪ Create a plan for supporting individual differences in learning through play.

Training Methods

Developing Level: Training methods used for developing level training should support the participants' learning to help build self-esteem and confidence in responding to children appropriately. Some methods or techniques to consider for inclusion are:

- ✓ Whole group
- ✓ Modeling
- ✓ Demonstrations
- ✓ Individual/small groups/dyads
- ✓ Direct coaching/help with specific skill
- ✓ Hands-on activities
- ✓ Experiential learning activities
- ✓ Dissemination of information/short lecture
- ✓ Instructions games/activities
- ✓ Scenarios/mental imagery
- ✓ Role play
- ✓ Skill practice
- ✓ Simulation
- ✓ Questioning

Achieving Level: Training methods used for achieving level training should support the participants' ability to focus learning on understanding concepts, how children develop and learn, and the application of concepts. Some methods or techniques to consider for inclusion are:

- ✓ Case study
- ✓ Vignettes/role play/ demonstrations
- ✓ Experiential learning activities
- ✓ Short lecture
- ✓ Small/large group discussion
- ✓ Task exercise or activity (small group)
- ✓ Hands-on activities
- ✓ Skill practice
- ✓ Mental imagery
- ✓ Opportunities for teach-back and presentations
- ✓ Reflection

Extending Level: Training methods used for extending level training should be more open-ended in format to allow for group and individual processing of information. A variety of methods could be used to focus on interpretation and synthesis of information

from research and resources to the participants' personal experience base. Some methods or techniques to consider for inclusion are:

- ✓ Open-ended format
- ✓ Open-ended discussion
- ✓ Debate
- ✓ Case study
- ✓ Role play
- ✓ Dramatization
- ✓ Research review and application
- ✓ Opportunities for teach-back and presentations
- ✓ Computer-assisted instruction
- ✓ Reflection
- ✓ Questioning (open-ended)

Training Timeline

The sequence of events/activities should be consistent with the objectives, supportive of the objectives, and should be logical. Time estimates for each instructional activity should be indicated on the Instructional Plan and should be based on the general training categories mentioned in the Instructional Plan. Trainers should consider the amount of actual time activities will take. Time and sequence should be:

- ✓ Based on length of training
- ✓ Based on education and prior training of participants
- ✓ Based on needs assessment
- ✓ Logical and clear in sequence
- ✓ Flexible to adjust to the needs of participants, giving time to process information

If a course will be presented in multiple sessions, a separate outline for each session must be included for approval.

ASSESSMENT OF LEARNING OBJECTIVES:	Assessment of Learning Objectives Assessment of learning outcomes provides an opportunity for the audience and the trainer to assess progress toward objectives throughout the training. In this section, the author should detail how they will determine if a participant has met the training objectives. The trainer should indicate what techniques will be used to measure the learning objectives. *Reference the Learning Objectives for alignment.* Some assessment techniques include: ✓ Observation, ✓ Group discussions ✓ Pre/post-tests ✓ Asking questions ✓ Debriefing ✓ Journal reflections ✓ Action plans showing next steps ✓ Partner interviews ✓ Planned follow up with participants. Assessment of learning outcomes should occur throughout the training and be appropriate for the level of training: ✓ Developing Level Training: Pre/post-test, asking questions, debriefing, culminating projects and opportunities for participants to follow up with fellow participants of the training ✓ Achieving Level Training: Journal reflections, activities that allow participants to summarize and use main ideas, action plans showing next steps, partner interviews, and opportunities for trainer to follow up with participants and for participants to follow up with other participants ✓ Extended Level Training: Journal reflections, activities that allow participants to summarize and use main ideas, action plans showing next steps, partner interviews, and opportunities for trainer to follow up with participants and participants' supervisors	Examples: ▪ At the beginning of the training, participants will write a very brief description of their understanding of the value of play in learning OR orally describe that understanding and the trainer will record it. ▪ At the end of the training, participants will respond to the same questions about their understanding and support for play as an avenue of learning. Responses will indicate if the objective has been met.
TRAINING EVALUATION:	A Trainer and Training Evaluation Tool provides an evaluation that is administered and returned to the trainer once a training has concluded.	
MAJOR RESOURCES USED TO DEVELOP	MiRegistry expects training to be based on research, best practices, and current information. Training resources are optional, however are highly encouraged.	Example: Koralek, D. G. (2004). Spotlight on young children and play. Washington D.C.: National

THE TRAINING:	The list of major resources used to prepare the content of the training must include:	Association for the Education of Young Children.
	✓ The title ✓ Author(s) ✓ Dates of publication ✓ URL web address if it is an internet resource.	Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). Developmentally appropriate curriculum: Best practices in early childhood education. Columbus, OH: Pearson Education. Marbry, M., & Fucigna, C. (2009, March-April). Looking into children's play communities. Exchange: The Early Childhood Leader's Magazine, 186, 49-52. Wardle, F. (2007). Play as curriculum. Retrieved from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=127

Additional Details

TARGET AUDIENCE:	More than one audience type can be checked.
AGES ADDRESSED:	Ages Addressed is optional, however necessary for reporting. If not already selected, MiRegistry checks ages addressed based on training content.

Authorized Trainers

AUTHORIZED TRAINERS:	Courses can be restricted to authorized trainers only by indicating *yes*. A minimum of one trainer must be added when *yes* is selected.
RESOURCE CENTER TRAINING SCHEDULER	Trainer can select if the course can be scheduled by Great Start to Quality Resource Center. By selecting *yes*, any or all of the Resource Centers can schedule events for this course allowing MiRegistry to give Resource Center staff access to information about this course and to schedule new events. Trainers retain exclusive responsibility for renewing or revising this course. Resource Center staff do not have the ability to edit a course.

Once all sections of the Course details are complete, the course is to be submitted to MiRegistry by clicking the Submit button. MiRegistry uses the above criteria for course approval.

Course Status

When a course is created, a course status is assigned to it. Refer to the status indicated to understand the current standing for a course.

In Process: Trainer/training agency is creating the course, has NOT yet been submitted to MiRegistry for review

Submitted: The course has been sent to MiRegistry for review

Approved: Course has been reviewed by MiRegistry and has met course approval requirements.

Revisions Required: Course has been reviewed and additional information is required to be approved.

Resubmitted: Course required additional revisions. Revisions were made and sent back to MiRegistry for review of the changes made.

Declined: Course does not meet course approval requirements or course revision requests have not met requirements after three attempts.

Deleted: Trainer/Training agency has requested the course is removed (examples, duplicate course submitted, course was canceled, etc.).

In Committee: Course approval pending decision of committee

If all the course requirements are met, the course will be approved. The course status will then reflect Accepted. If the course needs revisions, the trainer/organization will receive an email outlining the required revisions and the course status will change to Revisions Required.

The course will be declined if revisions are not resubmitted within 90 days.

Course Expiration

MiRegistry courses are approved for 5 years. Trainers can update courses at any time, however the course approval timeline renews each time. The trainer is responsible for reviewing and resubmitting the course at the time of course expiration.

If a course was previously approved and is now being renewed, it needs to meet current course approval guidelines, including any new requirements since previously approved. When reviewing the course that is being renewed, the original course content must be opened to review any staff notes.

Event Introduction

Once a course has been approved, training events can be scheduled from that course. Whereas the Course contains information regarding the detail of what will be taught, the event provides details including who will teach the course, where it will be taught, and the date of the training event.

Event Submission Timeline and Status

MPDR reviews all events for approval in date of submission order. This process takes up to 3 business days. After review, the event owner will receive an email notification of approval or if revisions are required. If revisions are required, the applicant will receive an email that includes details about how to make revisions and resubmit the course for approval.

Event Review

General Trainings

- Approved course length must match the scheduled time of the event.

- If training is offered over more than one day and attendees must attend all days to receive credit, event must be listed as multiple sessions and each date and time must be listed.
- Any approved trainer or training agency can be listed as the trainer.
- *Verification of training attended is done by either certificate or attendance roster.*

CEU or SCECH Courses
- Approved course length must match the scheduled time of the event.
- If training is offered over more than one day and attendees must attend all days to receive credit, event must be listed as multiple sessions and each date and time must be listed.
- Only trainers and training organizations that have been approved to offer CEU and SCECH courses can schedule this type of course.

Event Status

When an event is created, an event status is assigned to it. Refer to the status indicated to understand the current standing for an event.

Draft: Trainer/training agency is creating the event, has NOT yet been submitted to MiRegistry for review

Pending: The event has been sent to MiRegistry for review

Accepted: Event has been reviewed by MiRegistry and trainer and scheduled time match the course requirements.

Revisions Required: Event has been reviewed and additional information is required to be approved. (examples, approved course length does not meet scheduled time of event, trainer needs additional info to be approved, etc.)

Denied: Event does not meet approval guidelines or Trainer is not approved to offer the training.

Canceled: Trainer/Training agency has requested the course is removed (examples, duplicate event submitted, event was canceled, etc.).

Rescheduled: Original event has been changed to a different date or time.

Hold: Awaiting additional information from another source, i.e. MDE, for approval

Completed: Event roster is closed

MiRegistry Decision Log

Policy Description	Approved by & Implementation Date
All professional development opportunities offered by Great Start to Quality Resource Center must be state approved.	Great Start to Quality Effective January 1, 2016
All trainings must be approved through the Training Approval Process.	Great Start to Quality Effective February 1, 2016
National Speakers, those who are nationally recognized and respected and whom speak outside of more than one state, must complete an alternative path of Trainer and Training Approval. All National Speakers must submit a biography, a high-level outline which includes the topic for which they will be speaking, along with a summary of that discussion. A Resource Center Director may also request additional information to support the training session, such as website information, curriculum vitae, handouts, etc.	Great Start to Quality Effective March 1, 2016

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