DELAWARE INSTITUTE FOR EXCELLENCE IN EARLY CHILDHOOD

Advanced Professional Development

Advanced Curriculum is intended for participants in leadership roles who desire in-depth knowledge and skills in a specific topic area.

Needs Assessment:
Include a needs assessment for each curriculum, specific to the audience and the topic. This may include a formal needs assessment, such as those conducted by the Delaware Institute for Excellence in Early Childhood or the Delaware Head Start Training and Technical Assistance Center or a general stated need from the author's experience in the field of early childhood. This should include an intentional needs assessment on specific material, with evidence of research or review.

Learning Objectives:
Include at least one (1) measurable learning objective per hour of content that links to Early Care and Education or School-Age Competencies and Early Learning Foundations or K-12 standards. If Early Learning Foundations or K-12 standards are not applicable, a rationale for their exclusion is required. The learning objectives should support new information: define, repeat, list, describe, recognize, express, or identify this information; and reflect opportunities to understand basic concepts and demonstrate skill.

All learning objectives must:
- o Be written from the perspective of what the participant is expected to be able to do at the completion of the workshop
- o Be clearly stated, realistic and measurable, allowing the instructor to determine that the learning objectives are met while participants are in the session;
- o Allow for the use of a concept or methods in everyday practice
- o Be in logical and sequential order; and
- o Drive the training session.

Participant Assessment:
Assignment(s) should include an opportunity for reflective practice and a pre/post test or quiz. There should be a clear grading rubric included.
- Assignments (outside or within class) and opportunities for reflective practice are required.
- Optional assessment techniques include: Pre/Post-test; asking questions; debriefing; culminating projects and opportunities for participants to follow up with fellow participants; journal reflections; activities that allow participants to summarize and use main ideas; action plans showing next steps; partner interviews; and opportunities for instructor to follow up with participants and for participants to follow up with other participants.

Content:
Content should be consistent with reliable child development theory & principles; professional competencies; best practices; quality standards and licensing regulations. It should be extremely comprehensive and reinforce skills to support children's development.
Advanced professional development curriculum should include:
- Prior knowledge of topic required

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- Complex information, rigorous
- Expanding knowledge and application and mastery of skills
- Resources and information about where to find resources
- Reinforce behaviors and dispositions that support and foster development in children
- High quality, substantive content
- Scientifically based
- Content must be consistent with sound theories and principles of child development, professional development competencies, quality standards, best practices, and licensing regulations
- Connect content to practical application
- 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
- May lead to a Professional Credential

For advanced professional development, concepts, skills, knowledge and information can be presented in a more complex and thorough way. Instructors can expect that participants will be able to:
  - Relate/connect knowledge from several content areas
  - Predict and draw conclusions
  - Compare and discriminate ideas
  - Encourage modification of behavior to fit special circumstances
  - Create new solutions or patterns to fit a particular situation or specific problem
  - Encourage creativity based on knowledge and skill
  - Use old ideas to create new ones

Instructional Methods:
Include a minimum of two (2) basic instructional methods and provide evidence how methods are used to reinforce ability to focus learning on the application of concepts throughout the training.
- Several methods of delivery that reflect a variety of learning styles should be included and reflected in the instructional plan.
- The instructional methods should be sensitive to the needs of adult learners and should be appropriate for the content presented.
- A balance of instructor led methods and opportunities for participant engagement should be included.
- Delivery methods should support the participants' focus on interpretation and synthesis of information from research and resources to the participants' personal experience base.
- Methods should more open-ended in format to allow for group and individual processing of information
- The activities should allow for demonstrations and feedback from the instructor.
- Put concepts and behaviors into context within the participants own environment.
- Use of extensions, such as 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
- Some methods or techniques to include are:

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

Time and Sequence:
Include a time and sequence that supports and reinforces learning and is appropriate to learning objectives and content.

- 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.
- Instructors should consider the amount of actual time activities will take.
- Time and sequence should be clearly broken down.
- Time and sequence should be:
  - o Based on length of workshop
  - o Based on education and prior training of participants
  - o Based on needs assessment
  - o Logical and clear in sequence
  - o Flexible to adjust to the needs of participants, giving time to process information
  - o Time should be included for each activity

Appendices:
Materials list should be included and referenced; instruction methods, time and sequence are should be supported by materials; and materials should be used to enhance and reinforce learning objectives. Include a minimum of two (2) recent references and two (2) resources that are relevant to the content.

Materials List:
- A list of materials (flip, chart, video, books, etc.) needed for the workshop should be included as a separate list.
- All materials needed should be listed and incorporated in the workshop.
- Include copies of handouts, power point, and all printed materials with reference and copyright permission to be used.

Reference List:
- References used to develop the workshop should be cited using a professional format.
- References must be less than five (5) years old.
- The following information should be included: Author; Date of publication; Title of article and / or journal; Book; Publisher (or web site address with date).
- Include all copyright permissions.