

DELAWARE INSTITUTE FOR EXCELLENCE IN EARLY CHILDHOOD
Intermediate Professional Development

Intermediate Curriculum is intended for experienced participants interested in expanding their knowledge and skills in a topic area.

Needs Assessment:

Include a needs assessment for each curriculum, specific to the audience and the topic. This should be aligned with the Needs Assessments as published by the DIEEC.

Learning Objectives:

Include at least one (1) measurable learning objective per hour of content that links to a minimum of one (1) Early Care and Education or School-Age Competencies and two (2) 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:

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

Participant Assessment:

Assignment(s) should include an opportunity for reflective practice or pre/post test or quiz.

- 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 of the 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. If this option is chosen, a grading rubric should be attached.

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.

Intermediate professional development curriculum should include:

- Some topic knowledge is helpful; increased depth
- Expands knowledge and application
- Demonstrates and refines critical skills
- Resources and information about where to find resources
- Reinforce behaviors and dispositions that support and foster development in children
- High quality, substantive content

- Derived from evidence based best practice, ideally scientifically validated
- Content must be consistent with sound theories and principles of child development, professional development competencies, quality standards, best practices, and licensing regulations
- May lead to a Professional Credential

In presenting intermediate professional development content to participants, Instructors should keep in mind the following principles:

- Connect content to practical application
- Range from simple to more complex application of concept
- Separate concepts into parts so that the whole can be understood
- Distinguish between fact and inference
- Allow for the use of a concept or methods in everyday practice

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 in the workshop 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' ability to focus learning on understanding concepts, how children develop and learn, and the application of concepts.
- Methods should provide an opportunity to practice and refine skills.
- The activities should allow for demonstration and feedback from the instructor.
- Put concepts and behaviors into context within the participants own environment.
- Some methods or techniques to include are:

Lecturette	Hands-on activities
Computer-assisted instruction	Skill practice
Demonstrations	Case study
Mental imagery	Vignettes/Role play and
Small/large group discussion	Opportunities for teach-back and
Experiential learning activities	presentations
Task exercise or activity (small group)	Reflection

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:
 - Based on length of training

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- 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

Appendices:

Materials list should be included and referenced; delivery methods, time and sequence should be supported by materials; and materials should be used to enhance and reinforce learning objectives.

Materials List:

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

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.