

DELAWARE INSTITUTE FOR EXCELLENCE IN EARLY CHILDHOOD

Introductory Professional Development

Introductory Curriculum is intended for participants new to the field or a topic area. It is a basic overview of the topic and prior knowledge is not required.

Needs Assessment:

Include a needs assessment for each curriculum, specific to the audience and the topic. This should be based on the Needs Assessments posted by the DIEEC.

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.

Content:

Content should be consistent with reliable child development theory & principles; professional competencies; best practices; quality standards and licensing regulations. It should be comprehensive and reinforce skills to support children's development.

Introductory professional development curriculum should include:

- Prior knowledge not required, entry level
- Basic concepts and information with overview of topic
- Opportunity for skill development
- Resources and information about where to find resources
- Reinforce behaviors and dispositions that support and foster development in children
- 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

Instructional Methods:

Include a minimum of two (2) basic instructional methods; provide evidence how the methods are used to reinforce learning and build self-esteem and confidence in responding to children.

Instructional methods should be customized to the topic, length and audience, and used to reinforce participant's learning throughout the workshop.

- Methods should at a minimum, allow the participants to reflect a basic understanding of a concept and demonstration of developing skill. Some strategies to support this are described by words such as: participate, name, define, be familiar with, list, restate, describe, recognize, explain, and identify.
- Several methods of delivery that reflect a variety of learning styles should be included in the workshop and reflected in the instructional plan.
- The delivery 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.
- Instructional methods should support the participants' learning to help build self-esteem and confidence in responding to children appropriately.

- Some methods or techniques to include are:

Whole group	Skill practice
Dissemination of information	Individual/Small groups/Dyads
Lecturette	Instructions games/Activities
Modeling	Hands-on activities
Demonstrations	Experiential learning activities
Simulation	Role play
Scenarios/Mental imagery	Questioning
Direct coaching/Help with specific	

Time and Sequence:

Include a time and sequence appropriate to the learning objectives and content. Be sure the time maximizes learning and that the sequence supports content to reinforce learning.

- 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
 - 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 must be included and referenced during the training; the delivery methods, time and sequence should be supported by materials; and the materials should be used to enhance and reinforce learning objectives. Include a minimum of two (2) recent references and two (2) resources. All references and resources must be relevant to the content.

Materials List:

- A list of materials (flip, chart, video, books, etc.) needed for the training 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.

Reference List:

- References used to develop the workshop should be cited using a professional format.
- A minimum of two (2) references should be cited all must be from peer reviewed/scholarly sources and at least 50% 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.