

DELAWARE INSTITUTE FOR
Excellence in
Early Childhood

Professional Learning Experience Curriculum
Quality Assurance Policy

DELAWARE COMPETENCIES & PROFESSIONAL LEARNING EXPERIENCE STAND 1

THE QUALITY ASSURANCE SYSTEM IS BASED ON SEVERAL PRINCIPLES 1

 DIEEC QUALITY ASSURANCE SYSTEM 2

 DIEEC PROFESSIONAL DEVELOPMENT DEFINITIONS 3

SECTION ONE: ENTREPRENEURS AND SPONSORING ORGANIZATIONS POLICIES 4

 APPLICATION 4

 APPLICATION PROCESS 5

 APPLICATION COMPONENTS 5

 APPLICATION REVIEWS 6

 LISTING ON THE REGISTRY 6

SECTION TWO: QUALITY ASSURED PROFESSIONAL LEARNING EXPERIENCES POLICIES 7

 THE GUIDING PRINCIPLES FOR THE QUALITY ASSURED PROFESSIONAL LEARNING EXPERIENCE APPROVAL 7

 PROFESSIONAL LEARNING EXPERIENCE APPROVAL IS VOLUNTARY 8

 REGIONALLY- ACCREDITED COLLEGE CREDIT COURSES 8

 FULL CONFERENCE DAYS ARE NOT ELIGIBLE TO BE QUALITY ASSURED 8

 PROFESSIONAL LEARNING EXPERIENCES THAT ARE NOT ELIGIBLE TO BE QUALITY ASSURED 8

 PROFESSIONAL LEARNING EXPERIENCE LEVEL DESIGNATIONS 9

 PROFESSIONAL LEARNING EXPERIENCE EVENT SUBMISSION PROCESS 9

 PROFESSIONAL LEARNING EXPERIENCE ATTENDANCE AND COMPLETION 11

 ACTIVITY IN UNIVERSITY OF DELAWARE DESIGNATED AREAS 12

SECTION THREE: APPENDIX 13

 APPENDIX A- APPLICATIONS 13

 APPENDIX B- CRITERIA FOR ENTREPRENEURS OR DESIGNEES OF SPONSORING ORGANIZATIONS 14

 APPENDIX C-APPROVAL RUBRIC 14

[HTTPS://DIEECPD.ORG/STATIC/UPLOADS/FILES/PROFESSIONAL_LEARNING_CURRICULUM_APPROVAL_RUBRIC.PDF](https://dieecpd.org/static/uploads/files/professional_learning_curriculum_approval_rubric.pdf) 14

 APPENDIX D- MEMORANDUM OF UNDERSTANDING 14

HTTPS://DIEECPD.ORG/STATIC/UPLOADS/FILES/PROFESSIONAL_LEARNING_CURRICULUM_MOU_FOR_WEBSITE.PDF	14
APPENDIX E- PROFESSIONAL LEARNING EXPERIENCE DETAILS FORM	14
APPENDIX F- LEVEL DESIGNATIONS	14

Delaware Competencies & Professional Learning Experience Stand

The Quality Assurance System is based on several principles.

Research shows that the years between birth and age five are a critical learning period for children, and the quality of an early childhood program depends in large part on the knowledge skills and abilities of the professionals delivering the programming. Well-educated and knowledgeable early childhood professionals are essential for high-quality early care and education programming.

The Delaware Institute for Excellence in Early Childhood (DIEEC) Professional Development (PD) unit seeks to ensure that the professional learning experiences designated as quality assured meet the following standards:

- A. Delaware's Child Care Licensing Standards (Delacare) <https://kids.delaware.gov/occl/regs-exempts.shtml>).
- B. The Delacare standards specify the following competency areas as acceptable for professional learning experience:
 - o child development;
 - o developmental curriculum planning/environment and curriculum;
 - o observation and assessment;
 - o positive behavior management/social-emotional development;
 - o health, safety, physical activity, and nutrition;
 - o family and community;
 - o professionalism;
 - o management and administration.
- C. Developmentally Appropriate Practice - UNDER CONSTRUCTION at NAEYC https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/get-involved/leadership/initial_public_draft_dap_2019.pdf
- D. Delaware Competencies for Early Childhood Professionals - UNDER REVISION at DDOE https://dieecpd.org/static/uploads/files/EC_CompenciesECEProf.pdf & Delaware Competencies for School-Age Professionals <https://dieecpd.org/static/uploads/files/School%20Age%20ENG%20Comp.pdf>
Delaware Department of Education, in collaboration with Delaware's Institutes of Higher Education and the Delaware early childhood community, currently acknowledges these competencies as expectations for the knowledge and skills of professionals responsible for the care and education of young children in programs. The competencies are leveled by the responsibilities of the professional.
- E. NAEYC's Developmentally Appropriate Practice for Adult Learners

All professional learning experiences need to meet the components of best practices for adult learners. This includes active learning, meaningful content, learner-driven, and bias-free.

F. NAEYC's Code of Ethical Conduct

All professional learning experience must be consistent with NAEYC's Code of Ethical Conduct

[https://www.naeyc.org/sites/default/files/globally-](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/positionstatements/Ethics%20Position%20Statement2011_09202013update.pdf)

[shared/downloads/PDFs/resources/positionstatements/Ethics%20Position%20Statement2011_09202013update.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/positionstatements/Ethics%20Position%20Statement2011_09202013update.pdf), NAEYC's

Code of Ethical Conduct Supplement for Early Childhood Program Administrators

[https://www.naeyc.org/sites/default/files/globally-](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/positionstatements/Supplement%20PS2011.pdf)

[shared/downloads/PDFs/resources/positionstatements/Supplement%20PS2011.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/positionstatements/Supplement%20PS2011.pdf) and NAEYC's Code of Ethical Conduct

Supplement for Early Childhood Adult Educators [https://www.naeyc.org/sites/default/files/globally-](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/positionstatements/ethics04_09202013update.pdf)

[shared/downloads/PDFs/resources/positionstatements/ethics04_09202013update.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/positionstatements/ethics04_09202013update.pdf)

DIEEC Quality Assurance System

The Quality Assurance System operates to improve and enhance the competencies of early childhood education professionals throughout Delaware. This system operates in tandem with Delaware's Professional Development Registry (the Registry) to house a secure online database that records non-credit bearing community based professional learning experience, workplace data, and professionals' demographics.

The Quality Assurance System identifies learning experiences that have been approved for delivery and that promotes professionals' movement along a competency-based pathway. The competency-based pathways describe the organization of professional learning in the registry by competencies.

To ensure the quality of instruction, and the accuracy and relevancy of content of non- college credit professional learning experience, DIEEC operates under the Policies and Procedures of Delaware Quality Assurance System. Maintenance of this system is the responsibility of DIEEC.

The Delaware Quality Assurance System is an approval process that recognizes the quality, accountability, accuracy, and relevancy of the content of non-college credit professional learning experience and the design of successful adult learning environments to result in workplace outcomes.

The quality assurance process has been developed by DIEEC with guidance and input from the Delaware Department of Education's Office of Early Learning (OEL).

The Registry is located at www.dieecpd.org. The Registry houses professional learning experiences descriptions and the calendar/ system to register to attend sessions.

DIEEC Professional Development Definitions

These definitions are adapted from the NAEYC Early Childhood Education Professional Development: professional learning experience and Technical Assistance Glossary.

Professional Development is a continuum of learning and support activities that prepares individuals for new roles in the profession or enhances work in current roles and leads to improvement in knowledge, skills, practices and dispositions. It should:

- Be designed using evidence-based best practices; consistent with the principles of adult learning; and structured to promote linkages between research, theory, and practice;
- address the continuum of young children’s abilities and needs;
- respond to each learner’s background (including cultural, linguistic, and ability), experiences, and the current context of her role and professional goals;
- and include resources to ensure access for all.

Competencies are the knowledge, skills, and dispositions necessary to support high- quality practice across

Early Learning Settings include programs serving children from birth through age 8. These settings often serve school age children in addition to children birth through age 8. Settings refers to the locations in which early childhood education takes place and includes childcare centers, family childcare homes, and schools that are state-licensed or registered, public or private, for-profit or non-profit.

Professional learning experience is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills. A planned sequence of professional learning experience sessions comprises a professional learning experience program.

- Planned and conducted based on the standards of profession and an assessment of individual, group, and /or system needs. Standards, needs assessment, and other evidence are also used to define learning outcomes for professional learning experience session(s).
- Follow adult learning principles including interactive learning activities, exercises, and instructional aides (handouts, audiovisuals, and other components of instruction) to teach the content that supports the defined outcomes.
- Should be embedded in the recipient’s broader professional development plan using Delaware State Competencies as a guide.
- Ongoing professional learning experience is PD in which early childhood professionals engage to enhance their skills and remain current regarding knowledge and practice in the field. In-service professional learning experience may be required for early childhood professionals to continue serving in a role.

Coaching is a relationship- based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting and achievement for an individual or group, following a specific professional development experience.

- Supports the development of specific skills and practices; it is focused on a performance-based outcome(s).
- Delivered in combination with a specific professional learning experience, focused on targeted teaching strategies.
- May be provided face to face or through distance, technology based or hybrid methods.
- Should be embedded in the recipient’s broader professional development plan using Delaware State Competencies as a guide.

Early Childhood Education Workforce include those working with young children (infants, toddlers, preschoolers, and school-age children in centers, homes and schools) and their families or on their behalf with a primary mission of supporting children’s development and learning.

Section One: Entrepreneurs and Sponsoring Organizations Policies

Application

Applicants apply and are approved either as entrepreneurs or designees of sponsoring organizations. The designation will be determined by DIEEC during the application phase. The applications are located in Appendix A. Approval will be on a case-by-case basis and depend on criteria met. Criteria for entrepreneurs or designees of sponsoring organizations are located in Appendix B.

Entrepreneurs should use the following documents.

If the two-step process is necessary as an entrepreneur - an individual or organization that is not classified as a nonprofit and/or makes a profit from the professional learning experience offered, there is a \$30 fee for every listing on the registry.

Entrepreneur Individual LLC Full Application This application is used for an initial application for quality assuring a professional learning curriculum.

Entrepreneur Individual LLC Curriculum ONLY This application is used if the entrepreneur has at least one professional learning curriculum quality assured.

Sponsoring Organizations should use the following documents.

If it is necessary to engage in this two-step process as a sponsoring organization – an individual or organization that is a non-profit or state agency that is providing fee subsidized or free professional learning experience to the workforce, the listing fee is waived. To qualify, organizations must be able to show non-profit status and offer professional learning experience for free or at a low cost.

Sponsoring Organization Full Application This application is used for an initial application for quality assuring a professional learning curriculum

Sponsoring Organization Curriculum ONLY This application is used if the sponsoring organization has at least one previously quality assured professional learning curriculum.

Curriculum will be accepted by the 1st of each month, to be reviewed within 30 working days. If feedback is given and a resubmission is required, the re-submissions may be submitted as soon as possible. The earliest date to schedule an approved professional learning experience is 30 days after the date of approval.

PD Curriculum Submission Deadlines	Feedback from DIEEC PD	Earliest professional learning experience Date
For example, if curriculum is submitted on,	Receipt of MOU from DIEEC PD. Learning experience dates may be scheduled as soon as MOU is received by DIEEC PD.	DIEEC PD must receive complete professional learning experience details 30 days before professional learning experience date to post on registry
January 1 st	February 15 th	March 15 th

Application Process

Application Components

Planning for professional learning includes an understanding that: the care of and the education of children are inseparable and based on developmentally appropriate practice which acknowledges that children grow through play. Professional learning opportunities are responsive and relevant to the variety of roles, program philosophies, and adult learning styles, as well as the educational and experiential backgrounds of practitioners.

In order to submit a Professional Learning Curriculum, a Professional Learning Curriculum must be submitted, in addition to the application, other materials may also be required. Requirements are based on the individual Professional Learning Curriculum and will vary across offerings. The additional elements need to be submitted as a part of the application process. Please see the evaluation rubric located in Appendix C for examples of additional components.

Application Reviews

All Professional learning experiences that are to be delivered under the Quality Assured system must undergo a full approval review. The intention of DIEEC is that quality early childhood professional learning experiences are available and accessible to all early childhood care and education professionals, across all sectors of the workforce. Quality Assured professional learning curriculum will be added to the on-going course catalog, to be accessed by a wide range of professionals in diverse programs.

All professional learning curriculum submitted to the DIEEC PD unit will be subject to evaluation using the professional learning experience Rubric outlined in the professional learning curriculum application.

Professional learning curriculum submitted to DIEEC PD will be subject to an evaluation of design components. Including but not limited to: Outcomes/Objectives, Competencies, Stars Standards, Activities, Handouts, Power Point, and delivery methods. Professional learning curriculum recognizes and reflects the importance of quality standards in its development and evaluation.

Feedback will be available to aid in the revision of professional learning experience, not meeting the requirements.

Feedback in the form of written comments on the rubric will be returned to entrepreneurs or sponsoring organizations if the professional learning curriculum does not meet the requirements. The professional learning curriculum can be resubmitted at any time with the suggested revisions.

Listing on the Registry

Entrepreneur or sponsoring organizations receive on-going support from DIEEC.

DIEEC classifies instructors based on recognized competencies that ensure quality adult instruction. The Quality-Assured process includes a provision for mentoring/monitoring and instruction to improve instructor knowledge and skill, and to support on-going professional development of those individuals who are committed to providing current, non- college credit professional learning experience to early childhood education professionals. These supports are provided by DIEEC through face-to-face and web-based train-the-instructor courses and tutorials, and through mentoring/monitoring provided by DIEEC's staff.

DIEEC reserves the right to de-activate an entrepreneur or sponsoring organization.

DIEEC can suspend an entrepreneur or sponsoring organization if behavior, information, professional learning experience locations or interactions are deemed unsafe, inappropriate, or contradictory to criteria. DIEEC receives this information through phone calls, emails and/or professional learning experience evaluations.

An entrepreneur or sponsoring organization will be notified by email and/or mail of the issue; a point, a 60- day review period will begin, during which they will not be able to deliver QA professional learning experience. Trainers will have 30 days to respond and rectify the issue. DIEEC must respond within 30- days of this response. A final determination will be sent in writing; which may include reinstatement, suspension or termination as deliverer of QA professional learning experiences.

Section Two: Quality Assured Professional Learning Experiences Policies

The guiding principles for the quality assured professional learning experience approval

- Professional learning experience approval is a supportive process that assures quality standards for professional learning experience.
- The key to quality early childhood education professionals in programs lies in an effective on-going process of professional learning including the following:
 - Professional learning experience shall be coherent, cumulative, comprehensive, and integrate with the identified competency areas;
 - professional learning experience is based on developmentally- and culturally appropriate practice and research-based theories of child development, which are understood by participants and directly linked to practical implementation;
 - professional learning experience is designed so that knowledge and competencies can be realistically used in the participants' work, including all early childhood education professionals; and
 - professional learning experience provides for the acquisition of new knowledge and updating of knowledge and skills. The instructor shall determine this demonstration of knowledge and skills.
- The use of sound practices of adult learning encourages participants to seek and use knowledge.
- Adults learn best when new information validates and builds on their prior knowledge and experience.
- Adults are more motivated to learn if they are active participants in the learning process and viewed as a partner with the instructor in the learning experience.
- Adults are concerned with actual practice and want to apply their learning to present/personal situations where opportunities for learning are rooted in a problem-solving context.
- Professional learning experience must maintain a strong commitment to recognize diversity among instructors, early childhood care and education professionals, children, and their families.
 - Professional learning experience is accessible (location, day/time, modes of delivery).
 - Professional learning experience provides opportunities for participants to increase their ability to implement new skills within the context of individual family differences and values, such as, cultural perspectives, family configurations and parenting styles.

- Professional learning experience supports learners with varying abilities. Professional learning experience provides information for individualizing, making accommodations and accessing resources.
- Professional learning experience recognizes that prejudice or stereotyping is unacceptable.

Professional learning experience approval is voluntary

The DIEEC PD unit reviews professional learning experience to ensure the following criteria are met: (a) professional learning experience content supports/aligns with professional competencies, (b) meets professional learning experience standards, and (c) is designed to encourage demonstration of outcomes in the workplace. A common set of professional competencies and core knowledge is grounded in sound research and reflects best practice.

Regionally- accredited college credit courses

These courses are not considered professional learning experience and therefore do not need to follow the QA professional learning experience approval process. College credit courses are not listed in the Registry; they are considered a higher level of professional offering than our noncredit bearing professional learning experience. If it has met the standards of an institute of higher education, this professional learning experience can be used to meet the requirement of quality assured professional learning experience for the purposes of QRIS verification.

Full conference days are not eligible to be quality assured

Individual professional learning experience sessions or workshops *within* a full conference day may be quality assured and should be submitted by the entrepreneurs or designees of the sponsoring organization.

Professional learning experiences that are not eligible to be quality assured

There are several professional learning experience types that are not eligible for quality assurance:

- Proprietary products or services
- Medical interventions such as CPR/ First Aid
- Specific emergency interventions
- Professional learning experience related to life skills for providers
- Professional learning experience that is not tied to ECCE professional competencies

Professional learning experience level designations

Quality Assured professional learning experience must fall within one of three levels: Introductory professional learning experience, Intermediate professional learning experience, or Advanced professional learning experience. Leveled professional learning experience helps professionals gain increased knowledge in competency areas. Delivery of quality early childhood education is linked to a coordinated, comprehensive and effective professional development system.

Introductory professional learning experience 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.

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

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

Learning Objectives: Include at least one (1) measurable learning objective per hour of content that links to Early Education or School-Age Competencies. 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 skills.

Professional learning experience event submission process

DIEEC has the authority to approve or disapprove a professional learning experience submitted for Quality Assurance review, but once approved, that approval is for a period of 3 years. After 3 years, the course will need to be resubmitted to the Quality Assurance Department for reapproval. The resubmission process confirms that all professional learning curricula in the Registry are up to date.

DIEEC ensures that Quality Assured professional learning experience is credible and reliable, and that knowledge and skills gained in professional learning experience can successfully transfer to the workplace. A committee of DIEEC staff is responsible for reviewing professional learning curriculum applications for approval and providing technical assistance to entrepreneurs or sponsoring organizations where necessary.

If the sponsoring organization or entrepreneur has not already been in contact with the DIEEC PD unit regarding on-going quality assurance designation for a professional learning opportunity, the DIEEC PD unit will notify entrepreneurs and sponsoring organizations 30 days prior to professional learning curricula's three-year expiration dates and provide documents for the resubmission process.

An entrepreneur or sponsoring organization must submit an MOU after professional learning experience approval.

A Letter of Acceptance and MOU will be sent to an entrepreneur or designee of the sponsoring organization once a professional learning curriculum is approved. Please read the information thoroughly, sign MOU, and mail or scan and send back to DIEEC. Once an MOU is received, the professional learning experience is eligible to be listed on the registry. The MOU template is listed as Appendix D.

Listing on Registry

An entrepreneur or designee of the sponsoring organization must submit the professional learning experience details form 30 days prior to the professional learning experience date.

Fees: For-profit entrepreneurs and/or sponsoring organizations will be invoiced for payment for all professional learning experience that is listed on the registry. A fee of \$30 for EACH listing will be incurred for EACH professional learning experience.

There is a limit of three curriculum submitted per quarter. The year is broken down by the following quarters: January through March, April through June, July through September, and October through December.

There is a limit of four public professional learning experience dates to be posted per quarter for for-profit instructors and/or agencies. The year is broken down by the following quarters: January through March, April through June, July through September, and October through December.

The Sponsor is responsible for providing liability insurance and a worker's compensation policy. Any liability or workers compensation will be handled by the sponsoring organization or entrepreneur.

There are two options to list professional learning experience: public or private. If the sponsor schedules a private professional learning experience with a center or organization, it is their obligation to negotiate the fee with that organization and collect funds privately. The DIEEC PD unit will not collect fees. If the sponsor schedules a private professional learning experience, provide the name of the person to whom the DIEEC PD unit will send the private professional learning experience link in order for participants to register. All participants must register in advance; the link will expire two days prior to the professional learning experience.

If the sponsor schedules a public professional learning experience to be listed on the registry, it is their responsibility to secure a location, time, etc. The DIEEC PD unit can collect fees per participant. When submitting attendance, please invoice the DIEEC PD unit for fees collected via the registry. The DIEEC PD unit cannot ensure that an organization or entrepreneur will receive fees for participants that are not on the DIEEC PD attendance sheet. If non-registered participants are admitted to the professional learning experience, contact information should be collected and DIEEC PD will contact them for payment. While DIEEC PD cannot ensure that they will pay, without payment, participants will not receive hours on their transcript.

DIEEC PD unit requires 30 days advance notice (with complete professional learning experience details) to post an approved professional learning curriculum offering to the registry. Please complete the Professional Learning Experience Details form in its entirety and submit to DIEEC. The professional learning experience details form located in Appendix E. A printable version of this form can be found on the DIEEC PD website, www.dieecpd.org

TITLE
DATE
TIME
FEE
Maximum # of Participants
Private or Public
If listing as a private professional learning experience: who does DIEEC PD send the URL to for registering?
Comments/Additional Details or Instructions
Name of Location
Address of Location
Location Contact Name (who does DIEEC PD contact at the location)
Contact Email
Sponsoring Organization (if applicable)
Instructor

Professional Learning Experience Attendance and Completion

Sign-in sheets are required for each professional learning experience session (i.e., if the professional learning experience has three sessions, then three sign-in sheets are required) and all participants are required to sign in for each professional learning experience session.

The DIEEC PD unit encourages 100% participant attendance at professional learning experiences. The DIEEC PD unit requires that all professional learning experience announcements clearly disclose attendance requirements and that instructors make participants aware of the requirements again at the initial professional learning experience session.

Participants must sign-in on the provided sign-in sheets. Participants will not receive credit hours, for attending the session unless they are signed in on the sign-in sheet.

Participants will only receive credit hours for the time they are in attendance at the professional learning experience, as documented by the time that they signed in for the session on the sign-in sheet. Participants must be present in the learning environment to receive credit hours.

For example: If a participant arrives 30 minutes late for a 3- hour professional learning experience, the transcript will show 2.5 of the 3 hours completed.

Confirmed attendance by a Director, participant or the instructor will not be sufficient to verify attendance at a session after the professional learning experience has been completed and submitted to the DIEEC PD unit.

Sign in sheets and evaluations (satisfaction surveys) must be submitted at the end of the professional learning experience series. Successful completion of the professional learning experience includes but is not limited to; attendance of all sessions, sign-in at all sessions, and completion of all required assignments. Some professional learning experience may have additional requirements. Sign-in sheets should be submitted to DIEEC PD no later than two weeks after the completion of the professional learning experience.

All participants will have the professional learning experience appear on an accessible transcript. Participants who successfully complete all of the outlined requirements of the professional learning experience outlined, should see the professional learning experience appear on a transcript. Each participant must have completed their profile on www.dieecpd.org to access their transcript.

Participants may not bring children, infants, or adults needing their care to the professional learning experience. The instructor reserves the right to ask a participant to excuse themselves from the professional learning experience if they attend with a child, an infant or an adult that needs their care. Bringing an interpreter, or caregiver for the participant, if needed by the participant to attend the professional learning experience, is allowed.

The instructor reserves the right to ask a participant to excuse themselves from the professional learning experience if the participant is exhibiting behavior and/or using language that is demeaning, abusive, harmful or threatening to themselves, other participants or the instructor.

Activity in University of Delaware designated areas

1. Statement of Policy

Students shall not impair, interfere with or obstruct the orderly conduct, process or function of the University or any of its students, faculty members, University officials, guests or the surrounding community.

2. Prohibited Activities

Specific violations of this standard include, but are not limited to:

- a. Committing or threatening to commit any act of physical violence against self or another. This includes, but is not limited to, hitting, kicking, scratching, punching, shaking, slapping, burning or restraining;
- b. Threatening the health, safety, or welfare of another;
- c. Interfering with the freedom of movement of another;
- d. Invading the privacy of another;
- e. Interfering with the right of another to enter, use, or leave any University building, facility, property, service, resource or activity;
- f. Interfering with a faculty member or University official in the performance of their duty;
- g. Interfering with the freedoms of speech, religion, or association of another;
- h. Trespassing or the unauthorized entering or accessing of any University building, facility, property, service, resource or activity or any location within the **jurisdictional boundaries** of the student conduct process;
- i. Making, exhibiting, or producing any inappropriate, loud or disruptive noise or behavior;
- j. Acting recklessly or in a manner that causes a disruption to the orderly function or operation of the University;
- k. Exhibiting public nudity or lewd behavior; or
- l. Urinating in any area of University buildings, facilities or property other than restrooms.

Section Three: Appendix

Appendix A- Applications

Entrepreneur/ Individual LLC Full Application

https://dieecpd.org/static/uploads/files/2019_NEW_Entrepreneur_Individual_LLC_FULL_Application_003.pdf

Sponsoring Organization Full Application

https://dieecpd.org/static/uploads/files/2019_NEW_Sponsoring_Organization_and_curriculum_FULL_application.pdf

Entrepreneur/ Individual LLC Curriculum Only Application

https://dieecpd.org/static/uploads/files/2019_NEW_Entrepreneur_Individual_LLC_curriculum_only_application_003.pdf

Sponsoring Organization Curriculum Only Application

https://dieecpd.org/static/uploads/files/2019_NEW_Sponsoring_Organization_curriculum_only_application_005.pdf

Appendix B- Criteria for entrepreneurs or designees of sponsoring organizations

- An individual or organization that is a non-profit or state agency that is providing fee subsidized or free training to the workforce.
- An individual or organization that is not classified as a nonprofit and/or makes a profit from the training offered.

Appendix C-Approval Rubric

https://dieecpd.org/static/uploads/files/Professional_Learning_Curriculum_Approval_Rubric.pdf

Appendix D- Memorandum of Understanding

https://dieecpd.org/static/uploads/files/Professional_Learning_Curriculum_MOU_for_website.pdf

Appendix E- Professional Learning Experience Details Form

https://dieecpd.org/static/uploads/files/Professional_Learning_Experience_Detail_Form.pdf

Appendix F- Level Designations

Introductory professional learning experience 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.

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. 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 skills.

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 skills. 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.

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

Learning Objectives: Include at least one (1) measurable learning objective per hour of content that links to the Early Care and Education or School-Age Competencies. 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 skills.

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 professional learning experience session.

Participant Assessment: Assignment(s) should include an opportunity for reflective practice or pre/posttest 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 professional learning experience; 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. 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

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 professional learning experience. 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 participant's own environment. Some methods or techniques to include are:

Lecture

Computer-assisted instruction

Demonstrations Mental imagery

Small/large group discussion

Experiential learning activities

Task exercise or activity (small group)

Hands-on activities

Skill practice

Case study

Vignettes/Role play

Opportunities for teach-back and presentations

Reflection

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

Learning Objectives: Include at least one (1) measurable learning objective per hour of content that links to the Early Care and Education or School Age Competencies. 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 skills.

All learning objectives must:

- Be written from the perspective of what the participant is expected to be able to do at the completion of 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 professional learning experience session.

Participant Assessment: Assignment(s) should include an opportunity for reflective practice and a pre/posttest or quiz. There should be a clear grading rubric included.

Assignments (outside or within the 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 DIEEC
- 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 professional learning experience. 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 participant's 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 instructors to follow up with participants and participants' supervisors Some methods or techniques to include are:

- Open-ended format
- Open-ended discussion
- Debate
- Case study
- Roleplay
- Dramatization
- Research review and application