Training Levels – Definition and Approval Standards – as of 7-1-19

Level 1: General Interest Topics for Child Care Licensing

Level	Bloom's Taxonomy	Target Audience	Hours and Registry Tracking	Purpose and Outcome	Instructional Design	Assessment	Trainer/Instructor Requirements
1 **Basic Licensing**	Remember and Understand	Individuals who are: • Seeking clock hours for annual relicensing only • Relatively new to the field • Interested in general or introductory information on an early childhood concept • Maintaining Career Pathways placement in Category A and Bright&Early Step 1	• Must be submitted by an **organization** approved by the Registry as a training sponsor • Minimum one (1) clock hour • Registry tracks event topic, date / time, clock hours, instructor, and attendance • A unique Growing Futures Event ID # is assigned. • Approved for one-time delivery only. • Sponsor verifies attendance and is responsible to award clock hours • Clock hours appear on attendee's Growing Futures record and DHS Licensing Report as "Level 1 Basic Licensing."	• Clock hours for license renewal • Applies only to Category A on the Career Pathway and Step 1 with Bright&Early. • Supports NAEYC Power to the Profession ECE I. • Assorted topics delivered as stand-alone discontinuous training. • Introductory presentation of early childhood concepts • Causal "elective" training chosen by the attendee for their own interest or purpose.	• Content must be directly applicable to the care and education of children ages 0-8 years in group child care settings • Must support ND Core Competencies and licensing regulations. • Includes at least one learning objective. Learning objectives address Bloom's levels "remember and understand." • Delivery is typically lecture or other method that places most responsibility on the instructor to deliver information. • Attendees are not required or expected to engage deeply with course content.	• Optional • Clock hours are awarded for **attendance** rather than **achievement** of proficiency toward learning outcomes. • If used, assessment is relatively simple such as self-reflection or multiple-choice quiz. • Rubric not required *NOTE*: *An evaluation asking attendees to give feedback on their perception of the training, trainer, and training ideas is not a learning assessment.*	• Pre-approval not required. • Trainer must have current professional qualifications in content area and provide documentation of qualifications as part of submitting the course event for approval. * • **Web-based Level 1**: May be self- paced, self-study but must include methods for: ○ Attendee to demonstrate understanding of material presented ○ Verifying attendee's presence throughout the entire training *Trainers and training for state-required training such as SIDS must meet specific qualifications*

Level 2: Professional Learning for Quality Practice

Level	Bloom's Taxonomy	Target Audience	Hours and Registry Tracking	Purpose and Outcome	Instructional Design	Assessment	Trainer/Instructor Requirements

2
 	
Professional Training
	Apply and Analyze	Individuals who are:
		• Seeking progression on the Career Pathway toward Categories B-F and to achieve or maintain Steps 2-4 with Bright&Early ND
		• Interested in gaining deeper understanding of Early Childhood concepts and practices
		• Committed to growing their own skill and competence to provide quality programming for young children
		• Working toward professional designation, certification, and qualifications
		
		Level 2 training also applies toward annual licensing hours
			• Must be submitted by an **organization** approved by the Registry as a training sponsor
			• Minimum two (2) clock hours
			• Registry tracks event topic, date / time, clock hours, instructor, and attendance
			• A unique Growing Futures Event ID # is assigned.
			• Sponsor verifies attendance and is responsible to award clock hours
			• Clock hours appear on attendee's Growing Futures record and DHS Licensing Report as "Level 2 Professional Training."
				• Professional learning for career development
				• Focused on the standards that define quality practices in Early Childhood Leads to advancement in Categories B-D on the Career Pathway as well as Steps 2-4 with Bright&Early ND
				• Supports NAEYC Power to the Profession ECE II.
				• Intentional training taken as part of a professional development plan or program of study
					• Aligns with professional standards
					• Content is based on foundational child development/early learning science
					• Incorporates adult learning principles
					• Includes at least two (2) measurable Learning Outcomes that address Bloom's levels "apply and analyze."
					• Learning activities align with Learning Outcomes, and focus on applying course concepts to practice
					• Includes interactive strategies to engage attendees is learning and practicing course concepts
					• Accountability of learning is required
					• Attendees are actively engaged in their own learning.
					• Instructor provides feedback to foster continual improvement.
					• Requires instructor interaction and engagement
						• Pre and post test
						• Requires proficiency-based assessment that measures:
						  o **Learning**: Ability to understand, apply, and analyze the content presented in the training with at least
						  o **Performance**: Ability to perform the skills presented in the training to a specified level of competency.
						• Proficiency is evaluated using a rubric or other objective tool. Rubric must be submitted for approval.
							• Trainer must be currently approved as an Early Childhood Instructor or Content Specialist
							• Documentation of the trainer's professional qualifications in the content area must be on file and verified as part of trainer's account.
							• **Web-based Level 2**: Must include interaction with instructor. Must also include methods for:
							  o Attendee to apply course concepts to practice
							  o Assessing attendee proficiency to perform/apply the learning outcomes
							  o Providing meaningful feedback from the instructor
							  o Verifying attendee's presence throughout the entire training

Level 3: Academic Preparation in Field of Study

Level	Bloom's Taxonomy	Target Audience	Hours and Registry Tracking	Purpose and Outcome	Instructional Design	Assessment	Trainer/Instructor Requirements
3 **For-Credit**	Evaluate and Create	Individuals: • Seeking a 2- or 4-year degree or Minor in Early Childhood/Child Development • Preparing to be a licensed teacher • Completing Continuing Education hours to maintain a teaching license • Interested in higher level, more rigorous courses • Seeking Career Pathways placement in Categories G-J • With a degree in an unrelated field who wish to place in Career Pathway Category E *Also applies toward annual licensing hours*	• The Registry does not pre-approve for-credit courses • For-credit courses are entered on individual records and applied toward Career Pathways placement after-the-fact. • Reported as clock hours equivalent to semester credits. One semester credit = 15 clock hours. • Official transcript must be sent directly to the Registry from the higher education institution that issued the credits/degree • Institution must be accredited by the Higher Education Commission • Only coursework specific to the development and learning of children 0-8 years of age are applied • Appears on attendee's Growing Futures record and DHS Licensing Report as "Level 3 For-credit"	• Higher education coursework toward a degree • Designed to meet a program of study defined by the college/university • May articulate to degree programs at other higher ed institutions • Applies toward placement in Career Pathways placement in Categories E-J as well as well as Steps 2, 3, and 4 with Bright&Early ND. • Supports NAEYC Power to the Profession ECE III. • Qualifications for positions such as program director, lead teacher in Head Start or accredited program, etc. • Clock hours accepted for both license renewal and professional development	• Typically, 15-week semester with class meeting several hours each week	• As determined by the college or university	• Masters degree or higher in subject area, or as determined by the college or university