

Early Childhood Workforce Registry

Training Levels – Descriptions and Definitions

Level 1

Bloom's Taxonomy	Remember and understand
Target Audience	<p>Individuals who are:</p> <ul style="list-style-type: none"> • Interested in general or foundational information on an early childhood concept • Interested in progressing through Career Pathways placement in Categories A-D
Hours and Registry Tracking	<ul style="list-style-type: none"> • 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 Registry Event ID # is assigned • Sponsor verifies attendance and is responsible to award clock hours • Clock hours appear on attendee's Registry record and DHHS Licensing Training Record
Purpose and Outcome	<ul style="list-style-type: none"> • Introductory presentation of early childhood concepts • Applies to Categories B - D on the Career Pathways • Assorted topics delivered as stand-alone training
Instructional Design	<ul style="list-style-type: none"> • Content must be directly applicable to the care and education of children ages 0-8 years in group childcare settings • Must support ND Core Competencies • 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 expected to remember and understand course content • Web-based Level 1: May be self- paced but must include methods for: <ul style="list-style-type: none"> ❖Attendee to demonstrate understanding of material presented ❖Verifying attendee's presence throughout the entire training
Assessment	<ul style="list-style-type: none"> • Clock hours are awarded • Assessment may be a self-reflection or multiple-choice quiz. • Rubric not required <p>NOTE: An evaluation asking attendees to give feedback on their perception of the training, trainer, and training ideas is not a learning assessment.</p>

Trainer/Instructor Requirements	<ul style="list-style-type: none"> • 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. • <i>Trainers and training for state-required training such as Safe Sleep must meet specific qualifications</i>
Training Sponsor Organization	Must adhere to all terms and conditions of the signed Registry Training Sponsor Agreement.

Level 2

Bloom's Taxonomy	Apply and analyze
Target Audience	<p>Individuals who are:</p> <ul style="list-style-type: none"> • Moving forward on the Career Pathway toward Categories B-F. • Learning more about the Early Childhood concepts and practices. • Committed to growing their own skills to provide quality programming for young children • Working toward professional designation, certification, and qualifications
Hours and Registry Tracking	<ul style="list-style-type: none"> • 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 Registry Event ID # is assigned. • Sponsor verifies attendance and is responsible to award clock hours • Clock hours appear on attendee's Registry record and DHHS Licensing Training Record
Purpose and Outcome	<ul style="list-style-type: none"> • Professional learning for career development • Focused on the standards that define quality practices in Early Childhood. • Leads to advancement in Categories B-F on the Career Pathway • Intentional training taken as part of a professional development plan.
Instructional Design	<ul style="list-style-type: none"> • 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 Objectives that address Bloom's levels "apply and analyze." • Learning activities align with Learning Objectives and focus on applying course concepts to practice. • Includes interactive strategies to engage attendees in 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.

Assessment	<p>Pre and/or post test</p> <ul style="list-style-type: none"> Requires proficiency-based assessment that includes: <ul style="list-style-type: none"> ❖ Learning: Ability to understand, apply, and analyze the content presented in the training by measuring knowledge. ❖ Performance: Ability to demonstrate and/or 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/Instructor Requirements	<ul style="list-style-type: none"> 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. The instructor must include an attendee interaction plan regardless of training delivery type. (Web-based, classroom, correspondence) <ul style="list-style-type: none"> ❖ Must verify attendee’s presence throughout the entire training.
Training Sponsor Organization	Must adhere to all terms and conditions of the signed Registry Training Sponsor Agreement.

Level 3

Bloom’s Taxonomy	Evaluate and create
Target Audience	<p>Individuals who are:</p> <ul style="list-style-type: none"> Seeking a higher education certificate or a degree or Minor in Early Childhood/Child Development Completing Continuing Education hours to maintain a teaching license Interested in higher level, more rigorous courses Seeking Career Pathways placement in Categories G-J Completing ECE credits to enhance an unrelated degree
Hours and Registry Tracking	<ul style="list-style-type: none"> The Registry does not pre-approve for-credit courses <ul style="list-style-type: none"> ❖ 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 verification of accreditation by the US Department of Education Only coursework specific to the development and learning of children 0-8 years of age are applied Appears on attendee’s Registry record and DHHS Licensing Training Record as “Level 3 For-credit”
Purpose and Outcome	<ul style="list-style-type: none"> 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

Purpose and Outcome	<ul style="list-style-type: none"> • Applies toward placement in Career Pathways placement in Categories B-J • 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 • Supports NAEYC Power to the Profession ECE II and III.
Instructional Design	As determined by the college or university.
Assessment	As determined by the college or university.
Trainer/Instructor Requirements	Master's degree or higher in subject area, or as determined by the college or university.
Training Sponsor Organization	Must be an accredited higher education institution.