Early Childhood Workforce Registry

Training Guide

March 2025

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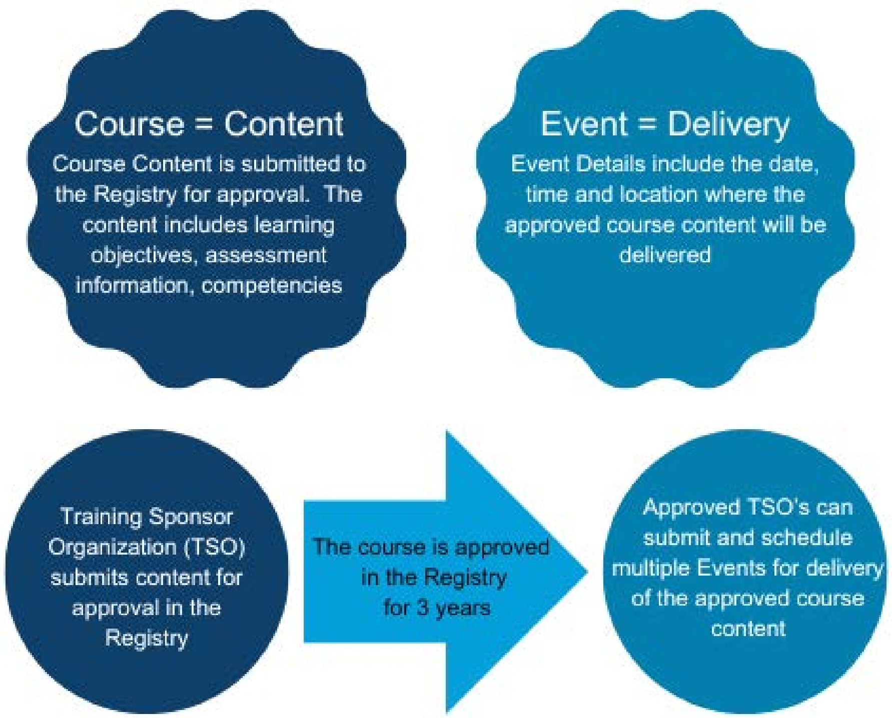
Training sponsors are responsible for all aspects of the training event, including registration, attendance, awarding clock hours, and closing the Event. All the steps in the management process need to be completed to ensure attendees receive credit for attendance.

Make sure **both** the Course and Event are approved:

Submit courses for approval at least six (6) weeks prior to the start date of the first Event.

Submit events for approval at least three (3) weeks prior to the start date of the first Event

NOTE: An Event cannot be scheduled to occur at a date after the Course has expired. If the Event is a one-time session, it must be scheduled within the Course approval period. If the Event is a multi-session training, all sessions must be scheduled within the Course approval period.



North Dakota | Health & Human Services

Be Legendary.

Course Submission

Creating a course is the first step to complete to have your training approved and listed on the Registry's Training Calendar. Once the course is approved, events will need to be submitted.

NOTE: Training must be submitted for approval by a registered Organization that is designated as a training sponsor. Any organization that meets the terms and agreements can become a training sponsor. Independent trainers who wish to deliver approved training must create an Organization account and request to be a training sponsor before submitting training for approval. **Go to www.ndgrowingfutures.org to create an individual trainer account or organization account**.

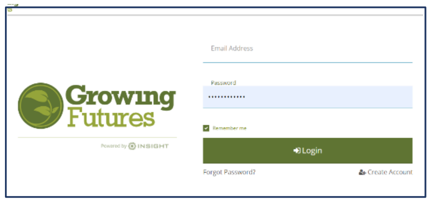
Course Levels

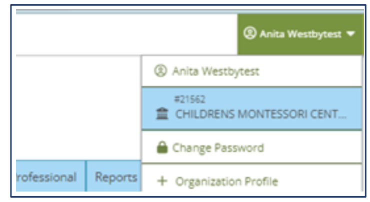
The first step in submitting a course for approval is determining the level of the course. There are three levels, however, the Registry pre-approves only Level 1 and Level 2 courses.

Level 1 Basic Licensing	**Basic information on a topic specific to caring for young children in licensed and regulated early childhood settings. Level 1 courses are approved for 3 years.** • Clock hours are awarded for *completing the training successfully.* • Level 1 courses must be at least one (1) hour in length, must align with one (1) or more Core Competency Areas, and must directly support ND HHS childcare licensing requirements. • **Trainers** who deliver Level 1 courses are not required to be pre-approved or to have an account with the Registry.
Level 2 Professional Training	**Professional training is competency based, focused on performance toward benchmarks and standards of quality Early Childhood practice. Level 2 courses are approved for 3 years and can be renewed.** • Clock hours are awarded for *achievement and application* of skills to meet competencies. Therefore, Level 2 courses require competency-based assessment before clock hours are awarded. Assessment may include observation with scoring tool, demonstrations, case studies, projects, presentations, digital recordings, exams. • Level 2 courses must be at least 2 hours in length, align with one (1) or more Core Competency Areas and by the National Association for the Education of Young Children (NAEYC) "Power to the Profession" guidelines. • **Trainers** who deliver Level 2 courses must be approved (status must be "current") as an Early Childhood Instructor or Content Specialist with the Registry.
Level 3 For-Credit	**Level 3 courses are formal credits from an accredited higher education institution.** • Level 3 courses are approved after the fact for individual learners via official transcript sent directly to the Registry from the issuing institution. • Level 3 courses may apply toward an Early Childhood or related degree or teaching license, advancement on the Career Pathways, and participation in Bright & Early, as well as childcare licensing requirements if the course(s) was completed in the individual's current licensing year. • Instructors are employees of the higher education institution where they teach and may or may not be Registry approved trainers.

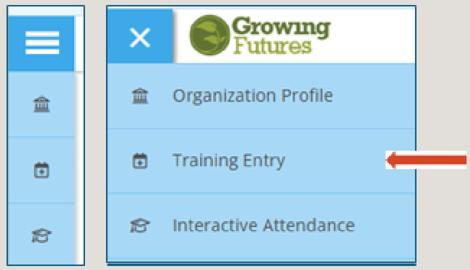
Submit a Course – Levels 1 and 2

Log in to your individual account and access the organization account using the drop-down menu below your name at the top right.



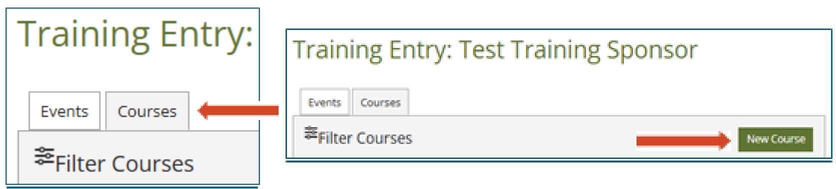


Under the left menu select Training Entry.



On the Training Entry screen, select the Courses tab.

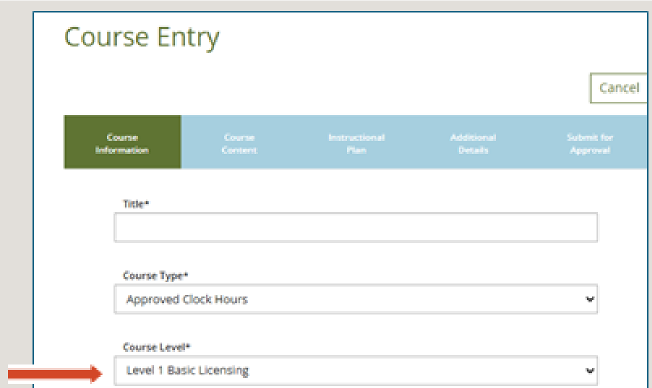
Select the New Course button.



COURSE INFORMATION TAB

The course entry form opens with 5 tabs and the Course Level field defaults to Level 1 Basic Licensing.

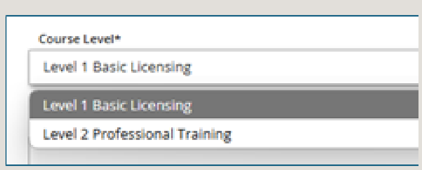
If submitting a Level 1 course, do not change the course level.

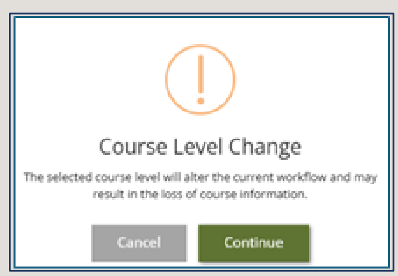


If submitting a Level 2 course, select Level 2 Professional Training. A pop-up warning that changing the course level will change the workflow appears. Select Continue.

The Level 2 approval request form will appear.

See Level 2 - Additional Submission Requirements following the Level 1 submission, beginning on **page 6.**





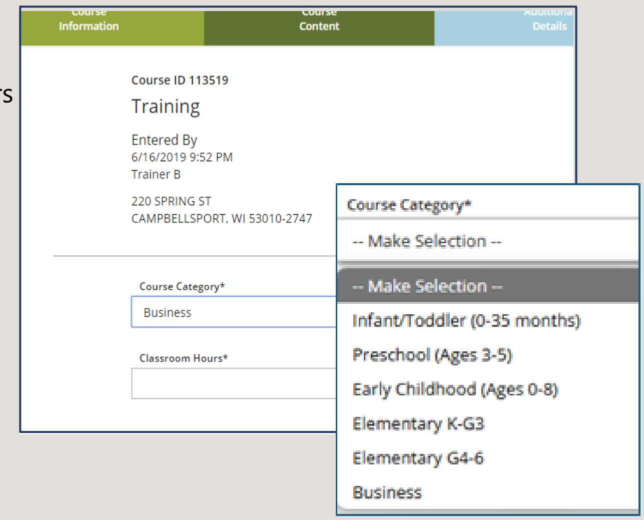
TIP: Gather all the information needed to complete the form before starting. Information can be written in a Word document and then pasted into the course form. **Courses must be submitted for approval at least six(6) weeks prior to the delivery date.** If the approval request is incomplete, it will be returned for revisions.

Title and Description

Enter the course title and description. This information will appear on the on-line Training Calendar *exactly* as entered**.** Save and Continue.
NOTE: Registry staff does not edit the course title or description for errors.

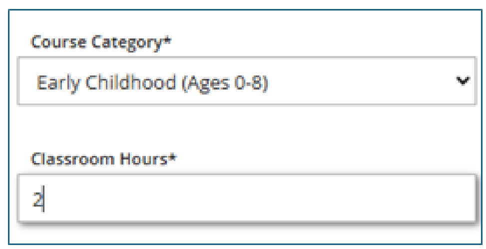
COURSE CONTENT TAB

Course Category



For both Level 1 and Level 2 courses, select a Course Category. The category determines how the course appears on participants' Registry CDA reports. It may also affect how participants can use the course for their professional development.

Select the Course Category that best matches the content that will be covered in the course. When in doubt, select Early Childhood.
Infant/Toddler: Children 0-35 months of age
Preschool: Children ages 3-5 years of age
Early Childhood: Children ages 0 months through 8 years of age
Elementary K-G3: Children ages 6-8 years of age
Elementary G4-6: Children ages 9-12 years of age.
Business: Business aspects of operating an early care or education program.



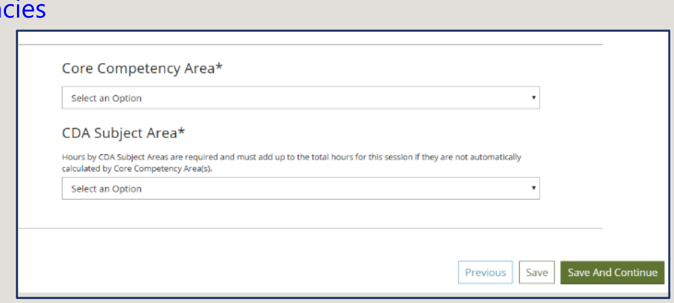
Classroom Hours

Enter the clock hours for the course. Approval is for instructional time only. Time spent in self-study, doing assignments, and so on cannot be approved.

Core Competency Area

In North Dakota, the *Core Competencies for Early Childhood Education and Care Practitioners* identify eight (8) Core Competency Areas. All approved training must support at least one Core Competency Area. See the North Dakota Core Competencies for Early Care and Education Practitioners to understand the competencies:
https://www.ndgrowingfutures.org/core-competencies

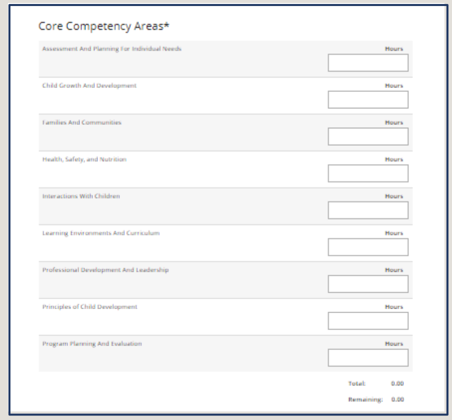
Level 1 courses that are one (1) clock hour are limited to one (1) Core Competency Area.
For courses that are 1.5 hours or longer, a minimum of 30-minutes must be assigned to each additional Core Competency Area.
The corresponding CDA Subject Areas will automatically fill.



A Level 2 course can have the clock hours divided over several Core Competency Areas. A minimum of 30-minutes must be assigned to each Core Competency Area selected. The total number of minutes assigned to the selected Core Competency Areas must equal the total clock hours requested for the course.

The corresponding CDA Subject Areas will automatically fill.

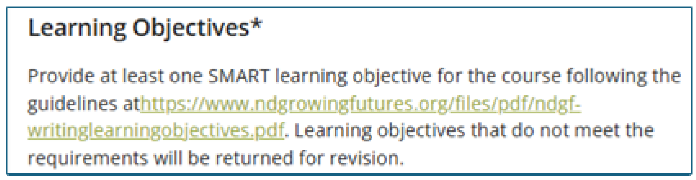
Save and Continue



INSTRUCTIONAL PLAN TAB

Learning Objectives

Learning objectives are the most important part of the course. Learning objectives are about observable outcomes based on key performance indicators that can be assessed. They are clear and specific statements that define the measurable goals learners will achieve at the end of the course.

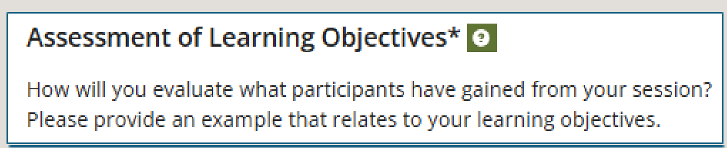


Note: Do not use words such as know or understand when stating the objectives, as it cannot be observed what someone knows in their head.

See page 23 for information on writing objectives.

Assessment of Learning Objectives

Assessment shows if the attendees learned and can apply the content the course presented. The assessment needs to show that the attendees are able to consistently apply the knowledge and skill they gained by attending the course to the standards of performance required in the workplace.



How will the attendees' performance be measured? For **Level 1** courses enter at least one assessment of the learning objectives.
For **Level 2** courses, upload the course assessment as well as the rubric used to score/evaluate the assessment. See page 7.

Note: an assessment is not the same as a training evaluation. An evaluation is for feedback on the content and delivery of the training. An assessment is measuring what individual attendees have learned.

ADDITIONAL DETAILS TAB

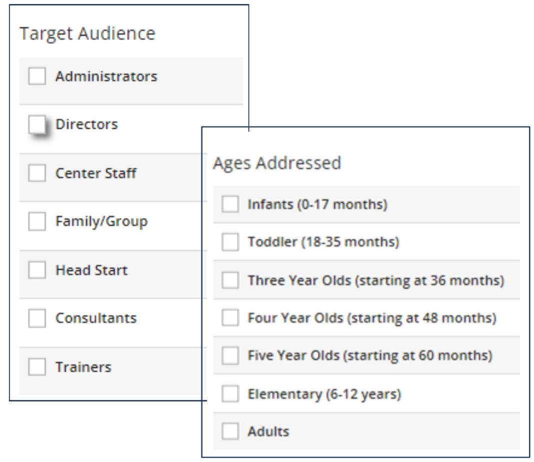
Target Audience and Ages Addressed

Identify the target audience and the age groups that will be addressed in the course.

Check all applicable audiences.

Check the age groups that correspond to the selected Course Category. For example, if Infant/Toddler was selected as the Course Category (children ages 0-35 months), then select infants and/or toddlers as the ages addressed.

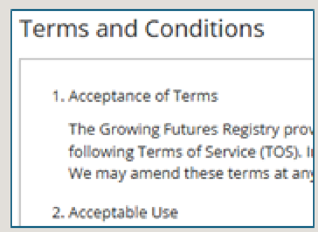
Save and Continue.



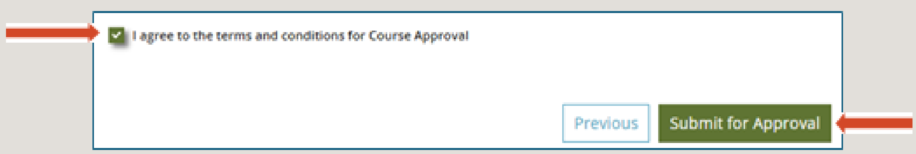
SUBMIT FOR APPROVAL TAB

To submit a Level 1 course: This tab shows the details that were entered. Check it over to be sure it's correct. The course can still be edited by selecting Previous at the bottom of the page. Level 2 courses have additional requirements before submission. See page 8.

Read the Terms and Conditions and check that you agree to follow the terms.

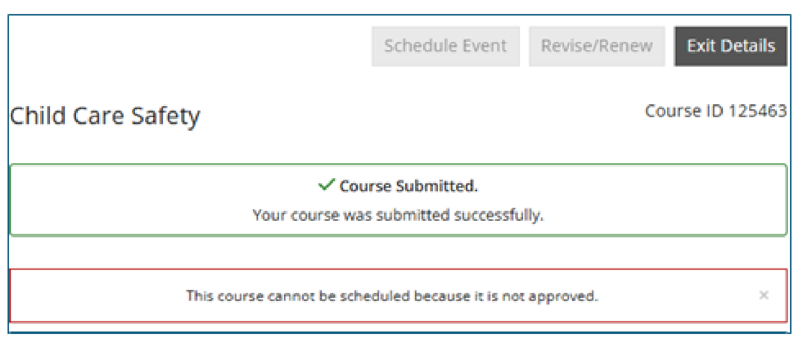


Select Submit for Approval.



The profile owner for the organization account will receive an email once Registry staff have reviewed the submission.

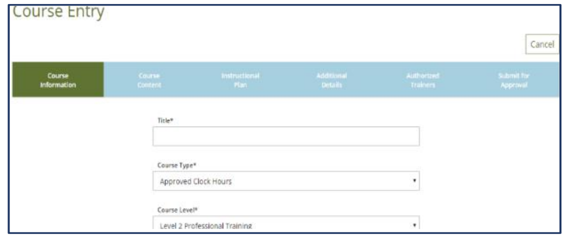
Once the course is approved events may be scheduled.



Level 2 – Additional Submission Requirements

The Level 2 training approval request form includes additional information under the Instructional Plan tab plus a tab for Authorized Trainers.

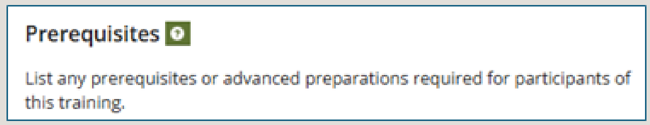
On each tab, complete information must be provided along with any required documents. **Incomplete Level 2 approval requests will be returned for revision**.



INSTRUCTIONAL PLAN TAB

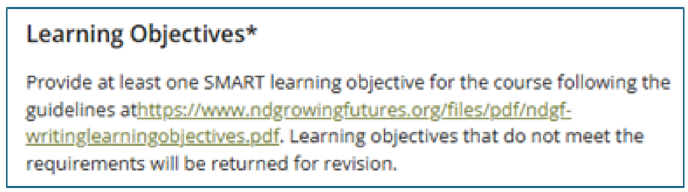
Prerequisites

Most Level 2 courses do not have prerequisites. If the course does require that learners have completed another course before they can register for this course, list that information here. If there are no prerequisites, enter None Required.



Learning Objectives

Learning objectives are the most important part of the course. They are clear and specific statements that define the measurable goals learners will achieve at the end of the course.

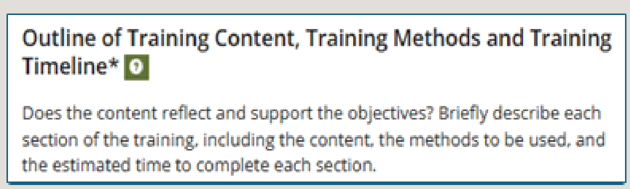


Learning objectives are about observable outcomes based on key performance indicators that can be assessed using a scorecard or rubric. **Level 2 courses are targeted to produce results** and the ultimate result is a more competent, proficient, and effective early childhood workforce that knows and performs to quality standards. Think of Level 2 courses as performance training – preparing people to perform to the level of competence expected on the job in a quality childcare program. Make sure the learning objectives will actually result in increased performance that can be evaluated against defined performance criteria.

See page 23 for information on writing objectives.

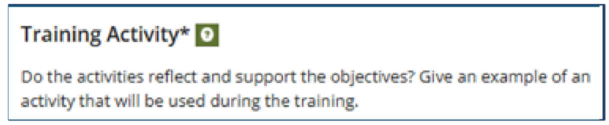
Outline of Training Content, Training Methods and Timeline

The content, methods, and timeline are the road map that explain how to achieve the learning objectives. Describe the content being covered, the methods used to cover the content (lecture, video, demonstration, etc.), and the timeline for the course. Make sure the learners understand why the content is important in early childhood, to children's development and well-being, and how it aligns with quality standards of practice. **TIP:** A Word or PDF document of the course outline may be uploaded.



Training Activities

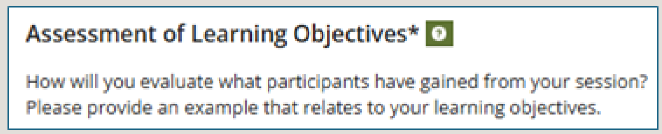
Training activities should result in learners reaching the objectives. If learners need to be able to correctly demonstrate a certain skill, then the activities they complete throughout the training should be preparing them to do that. Give several examples of activities and describe how they support the identified objectives.


Training Activity*

Do the activities reflect and support the objectives? Give an example of an activity that will be used during the training.

Assessment of Learning Objectives

The assessment method(s) is the second most important part of the course. Assessment shows if the attendees learned and can apply the content. What will show that they are able to consistently apply the knowledge and skill they gained by attending the course to the standards of performance required in the workplace?

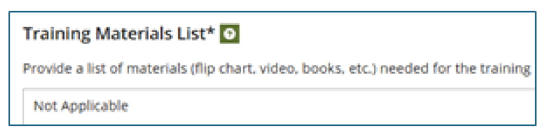

Assessment of Learning Objectives*

How will you evaluate what participants have gained from your session? Please provide an example that relates to your learning objectives.

For Level 2 courses, upload the course assessment and the rubric used to score/evaluate the assessment. The rubric must be objective and replicable so that every learner is assessed using the same criteria. Rubrics also show learners the expected standard and the criteria that will be used to assess their performance, which allows them to better self-evaluate in preparation for assessment. The rubric must be clear, consistent, replicable (applied the same to every learner, every time), and reliable (actually measures progress toward the objectives in meaningful, progressive ways).

Training Materials List

The Registry has no role in setting up the training location or providing the supplies a trainer will need. Simply enter Not Applicable.

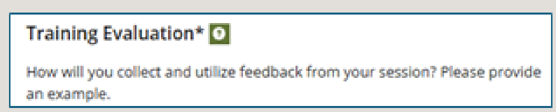

Training Materials List*

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

Not Applicable

Training Evaluation

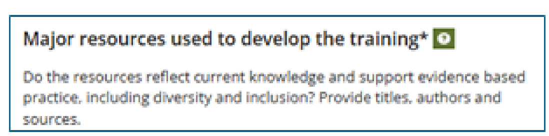
Training evaluation is not required for Level 2 courses but can be a useful tool to provide feedback on learners' perceptions of the course and trainer. A copy of the evaluation is optional. If no evaluation is uploaded, enter Not Applicable.


Training Evaluation*

How will you collect and utilize feedback from your session? Please provide an example.

Major Resources Used to Develop Training

List all resources used to develop the course content, activities, and assessment. Resources must be researched-based, from credible institutions and organizations, support and align with accepted industry best practices and quality standards and have been published within the past ten (10) years.


Major resources used to develop the training*

Do the resources reflect current knowledge and support evidence based practice, including diversity and inclusion? Provide titles, authors and sources.

AUTHORIZED TRAINERS TAB

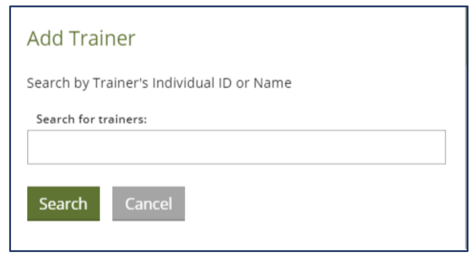
The Authorized Trainers tab must be completed for a Level 2 course.

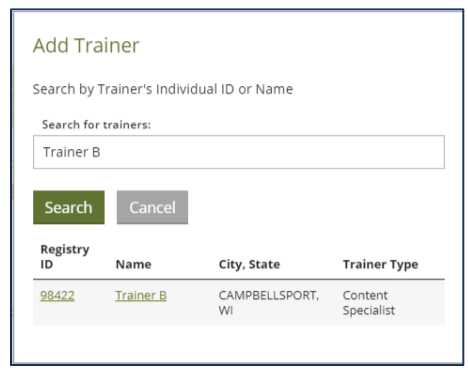
At least one Registry approved trainer must be entered.

On the Authorized Trainers page, select Yes.

If a trainer is already approved to teach this course, their name will appear.

To add a new trainer, select Add Trainer. Enter the name or Registry ID# of the trainer. The trainer must be currently approved by the Registry as either an Early Childhood Instructor or Content Specialist to pop up when their information is entered.



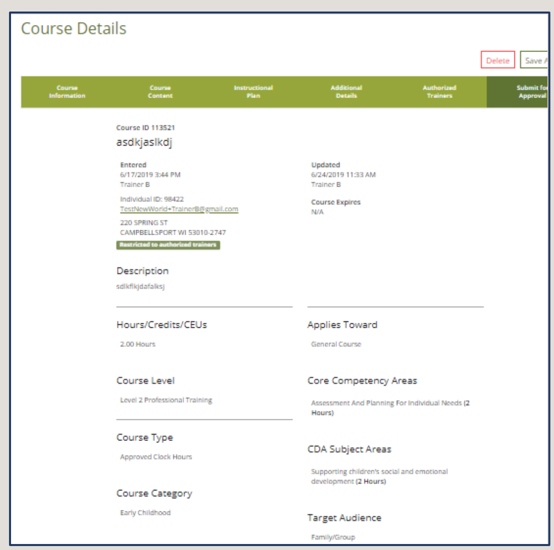


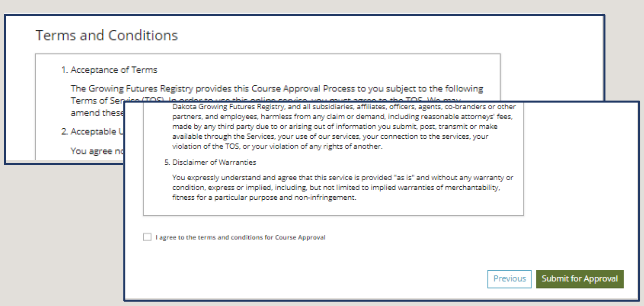
If the person identified is currently approved to train, their name will appear for review. Check to make sure this is the correct person.

The Registry will review the course and the trainer's qualifications to teach the course. If the course is approved with the approved trainer(s), events can be scheduled at any time and will not need to go through the events approval process. If not, the course will be returned for revisions.

SUBMIT FOR APPROVAL TAB

To submit a Level 2 course: The next tab shows the details that were entered. Check it over to be sure it's correct. The course can still be edited by selecting Previous at the bottom of the page.





Read the Terms and Conditions and check that you agree to follow the terms.

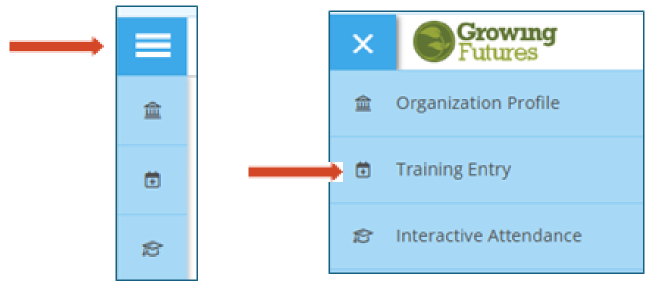
Select Submit for Approval at the bottom of the page.

Registry staff will review the course details and trainer qualifications to deliver the course content. Once the course and trainer have been approved, events may be scheduled for this course at any time within a 3 year period without going through the approval process again.

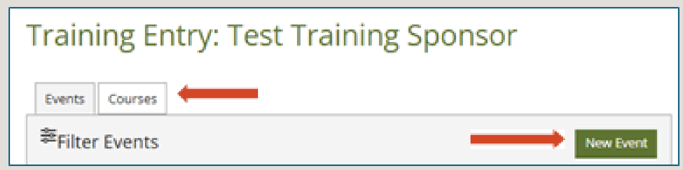
How to Schedule an Event

Events can only be scheduled for approved courses.

In your organization account use the left menu, below the box with three lines, to select Training Entry.



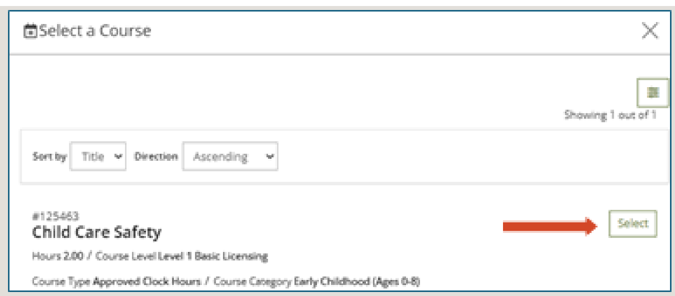
Select either
  a. the Courses tab OR
  b. the New Event button



Under the <u>Courses tab</u>: Scroll down to view the list of courses. Open the course by selecting either the course number or title.

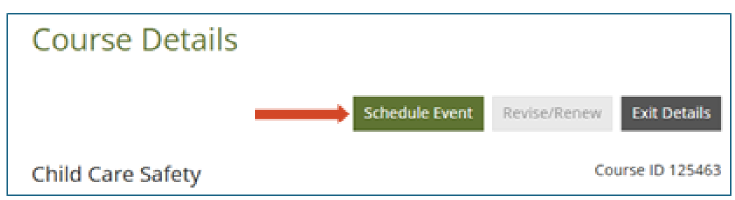
Course	Title	Owner	Course Status	Date	Expires	Trainers	Events
125463	Child Care Safety	Test Training Sponsor	Approved	3/7/2025	3/7/2028		0
125464	Test Level 2	Test Training Sponsor	In Process	2/6/2025			0

Under the <u>New Event button</u>: Select a Course from the list by choosing the Select button by the course title.

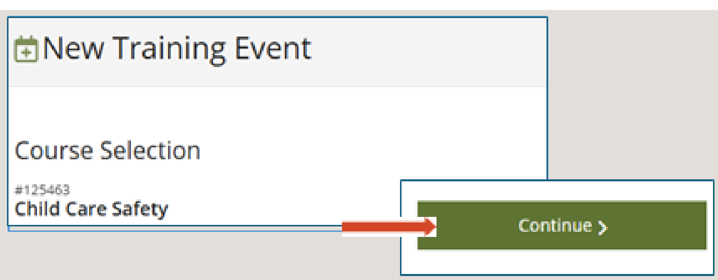


The details of the course will open.

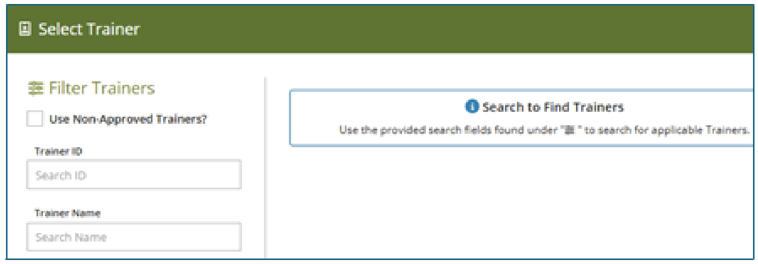
Select Schedule Event.



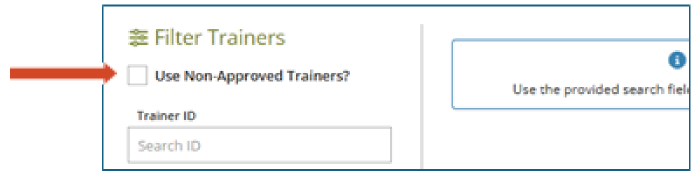
Review the course information on the page. Then scroll to the bottom and select Continue.

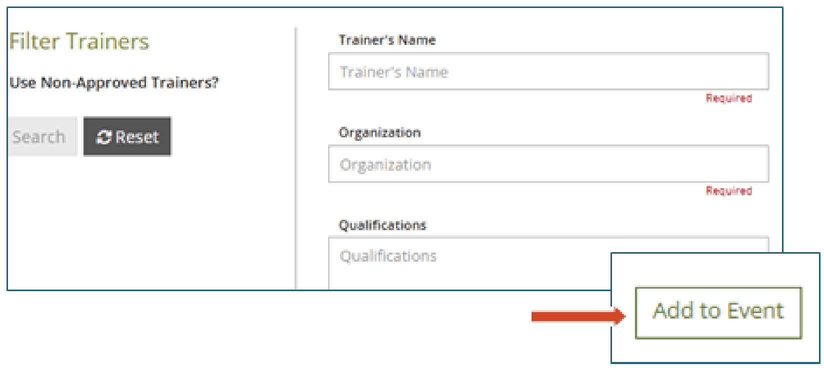


Select the trainer(s).
NOTE: For a Level 1 course, either an approved trainer or non-approved trainer may be used.
For a Level 2 course, an approved trainer must be used.



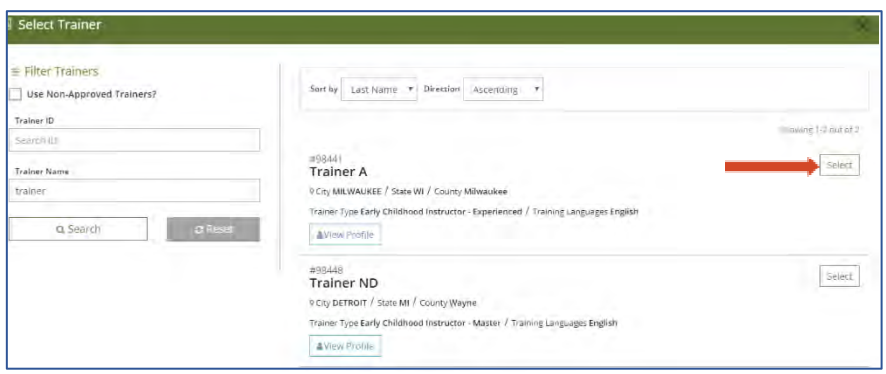
Non-approved Trainer: Check the box for Non-approved trainer.
Enter the trainer's name, employer, and professional qualifications to present the training topic.
Then select Add to Event



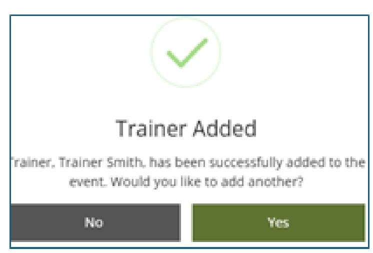


Approved Trainer: Enter a trainer's name or Registry ID# to search for approved trainers. A list of trainers will appear.

Select the trainer from the list.

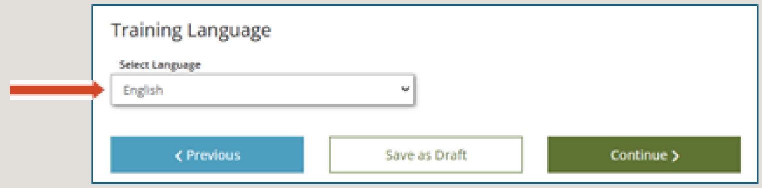


To add more trainers, select Yes on the Trainer Added box. If there is only 1 trainer, select No. When all of the trainers are added, select Continue at the bottom of the page.



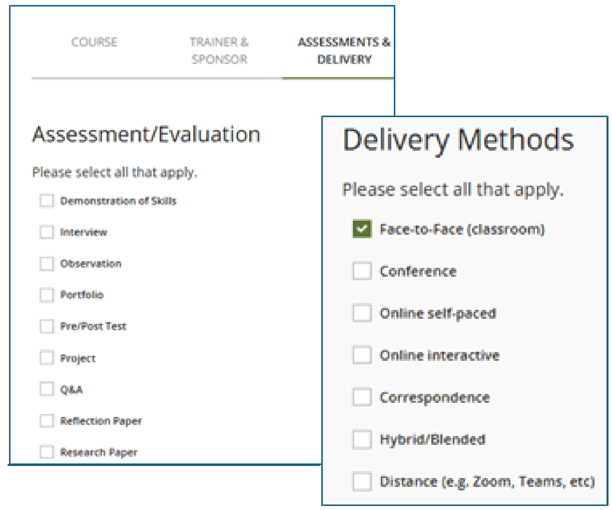
NOTE: The approved trainer selected must have the professional qualifications to deliver the training topic.

Choose the training language from the drop-down options, then select Continue.

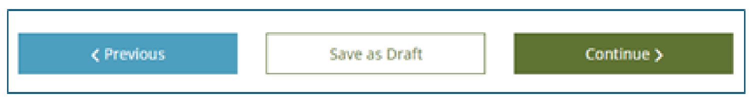


Select the assessment/evaluation method(s) that will be used to determine if attendees at the training event successfully met the course learning outcomes.

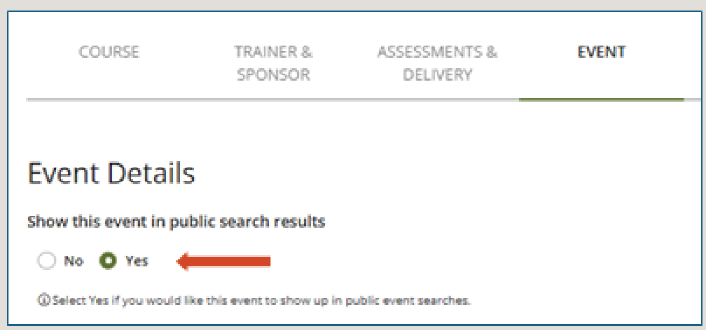
Select the delivery method for the event. **NOTE:** For meeting platforms such as Zoom or Teams, select Distance.



Select Continue.

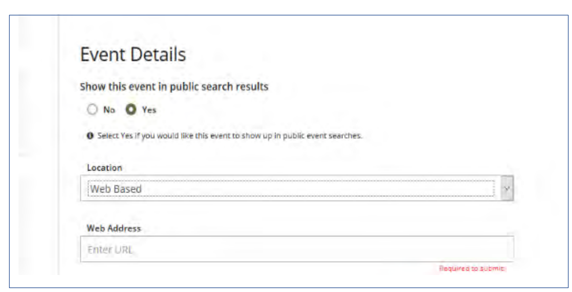


Indicate if the training event should appear on the Registry's Training Calendar. Yes = the event will be on the calendar and available for public registration. No = the event will not be on the training calendar.



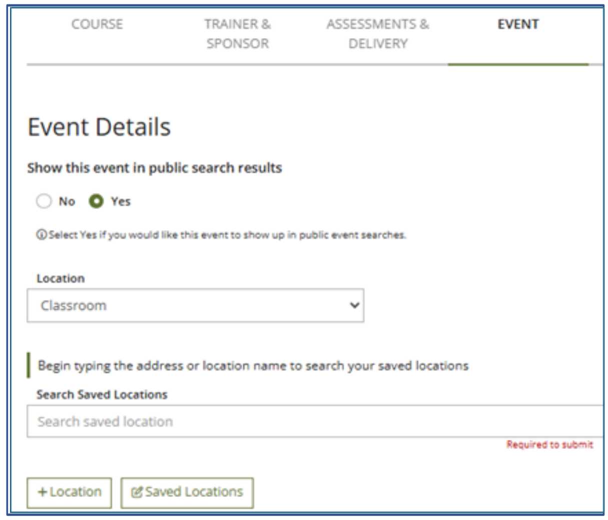
Select the location for the event.

Web-based means the event is delivered completely online and may be a self-paced training. For web-based events, enter the web address.



Classroom means the event is delivered in real-time and in-person. Chose a saved location or enter a new building address. **NOTE:** Attendees at classroom events may be connected via a platform such as Zoom or TEAMS. Attendees must participate in the live presentation. No clock hours can be awarded to individuals who watch a recorded session after the fact.

Correspondence means that the course materials are sent to the attendees and returned for grading/credit once completed.

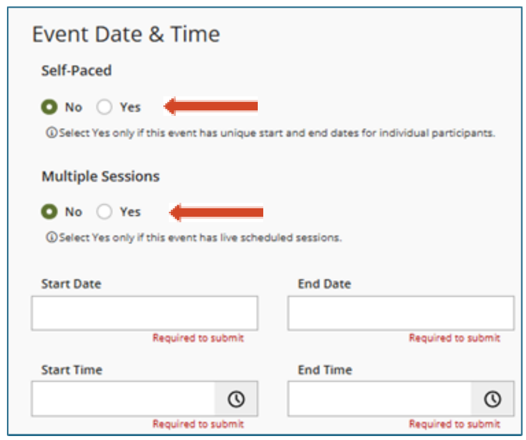


Indicate if the event is Self-Paced or not.

Indicate whether there is more than one session for the training.

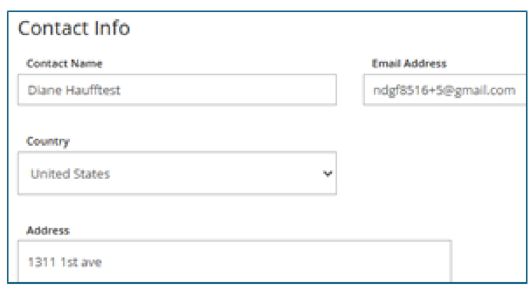
Enter the Start and End Dates and Times. (Self-paced will not have times)

Note: The event must be scheduled for the number of clock hours approved (or more). Only direct instructional time may be counted.



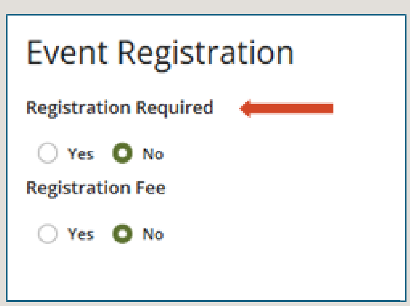
Enter the contact information. If the event is open to public registration, the contact information will appear on the Registry's Training Calendar. Then choose Continue.

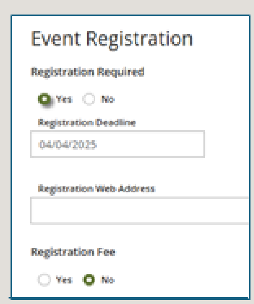
Note: Registry staff will refer any questions to the contact listed for the event. Include all the contact information people will need if they have questions about the event or registration.



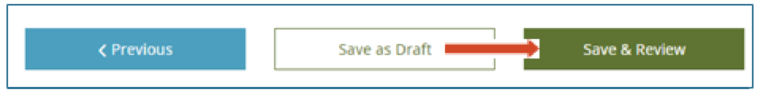
Indicate whether registration is required.

If registration is required, select Yes. Enter the registration deadline and a web address for registration (if applicable).
If there is a registration fee, enter the amount.

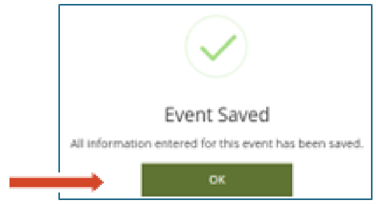




Choose Save & Review and then OK.

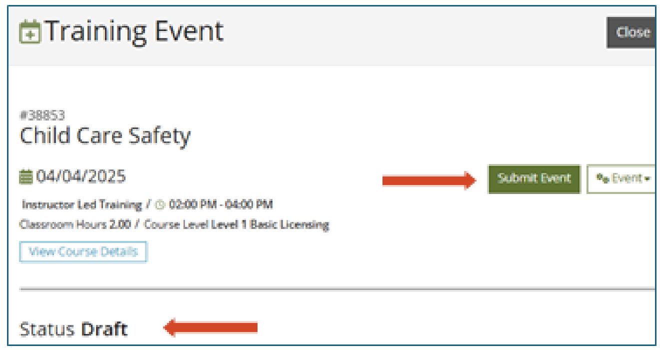


Review the information and make any changes, if needed.



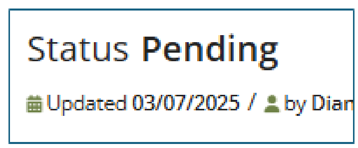
When scheduling an event for a Level 1 course, the status of the event is now Draft. The event has not been submitted.

After reviewing the details, select Submit Event.



NOTE: The Registry only reviews events that are submitted and are in Pending status. If the event is in Draft status, it must submitted before it will be reviewed.

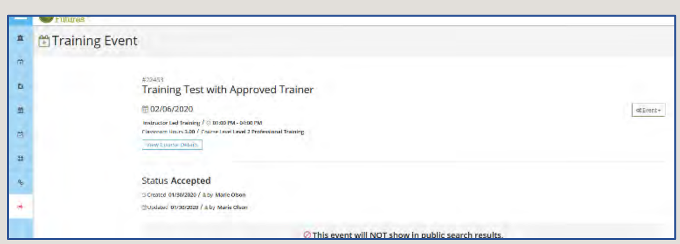
While the Registry reviews the event, the event status is Pending.



Once the event has been reviewed and approved, the status will be Accepted and the training sponsor's organization profile owner will receive an email notification.

ID	Date	Title	Location/URL	Trainer	Status
38853	4/4/2025	Child Care Safety	Training Classroom Grand Forks, ND	Trainer Smith	Accepted

If scheduling an event for a Level 2 course, the status of the event will be Accepted after selecting Save and Review and then OK.



Manage the Event

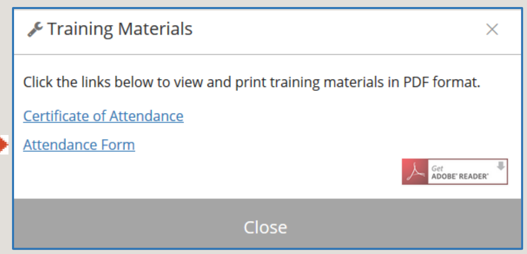
Training sponsors are responsible for all aspects of the training Event, including registration, attendance, awarding clock hours, and closing the Event. All the steps in the management process need to be completed to ensure attendees receive credit for attendance.

Before the Event

As an approved Training Sponsor, you are required to track attendance correctly and accurately. For in-person, face-to-face events, all attendees must complete and sign the Registry attendance sheet. Print the Registry Attendance Sheet before the first session of the Event.

Open the Event. In the Event Details section, select Training Materials.

Select Attendance Form to print a PDF document that includes all the Event details already filled in.



The Attendance Sheet includes a field for the attendee's Registry ID#. Collecting the Registry ID# will make entering and reconciling attendees on the roster quick and easy at the end of the Event.

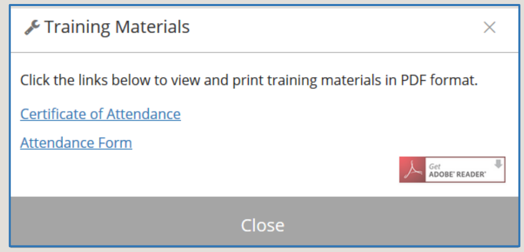
NOTE: As noted on the form, all fields are required to be completed. Attendee's **original signature is required to award them credit for attending**. If the Event has multiple sessions, attendees will need to complete and sign a separate Attendance Sheet at each session.

Real-time events using a virtual platform such as Zoom, Teams, or Go-to-Meeting also require verifiable documentation of attendance. Use the reporting tools available in the platform to track and verify attendance. Just as with in-person training, any attendee not on the attendance report cannot be given credit for attending the event.

Training sponsors utilizing an SFTP or an API to enter training completions do not need to upload reports.

If attendees will receive certificates of completion, prepare them before the training starts. The certificate available in the Event Training Materials can be used or create your own. **NOTE:** Certificates must include the same information as the Registry certificate, including:

- Attendee's name
- Title of the training
- Event ID number
- Clock hours
- ND core competency area or CDA subject area
- Date
- Name of the training sponsor
- Trainer's name and signature



At the Event

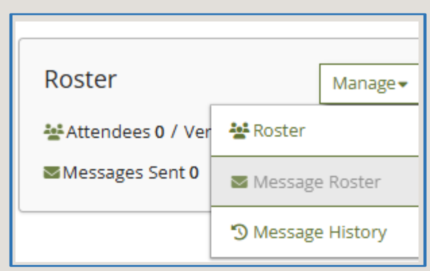
Take attendance. For face-to-face events make sure that attendees provide all required information on the Attendance Sheet. Their original signature is required. Use platform reporting tools for Zoom/Teams/Go-to-Meeting based events.

Remove the attendance sheet after the event begins. Attendees who arrive more than 10 minutes after the start time or leave early may not receive credit for attending. No partial credit can be given.

After the Event

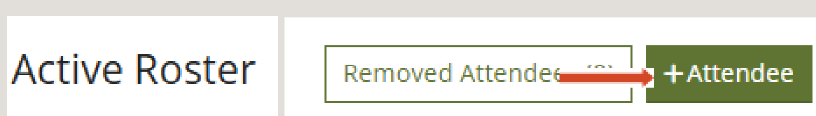
Within ten (10) days after the last session of the Event, credit must be awarded to the attendees and the Event must be updated to complete.

To award credit, each attendee's name needs to be entered in the Event roster. Open the Event in the Registry. In the Roster box at the top right, select Manage and on the drop-down, select Roster.

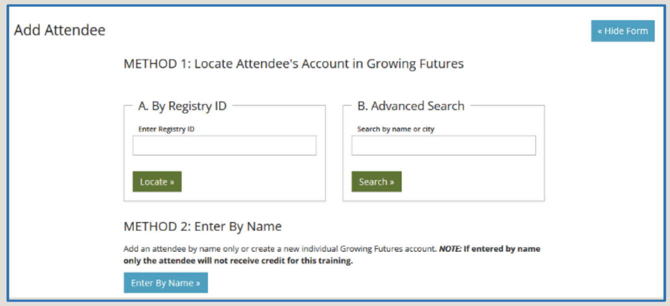


Note: Companies utilizing an SFTP or API will not need to enter individuals' names on the roster.

Select +Attendee.

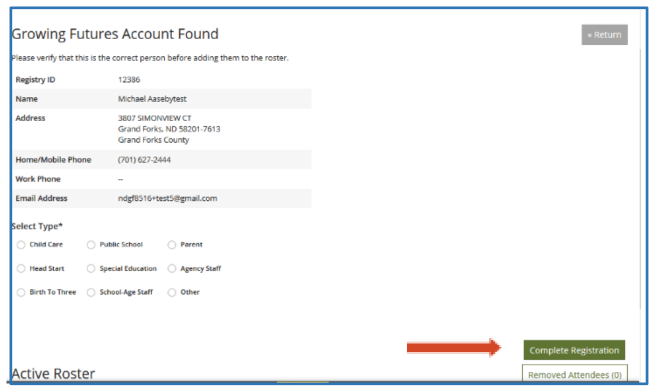


Enter an attendee's Registry ID# in the box and select Locate.
You can also search for an attendee by name.

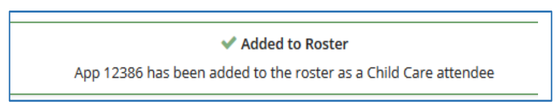


A person's information will display.
Make sure that is the correct person by comparing the information to the information on the Attendance Sheet or platform report.

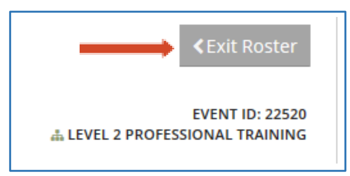
Select a Type and then select Complete Registration.



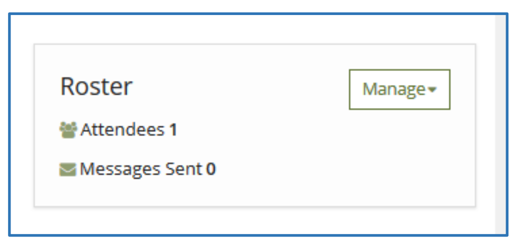
NOTE: Once a name is added to the roster it cannot be removed. Contact the Registry for assistance to remove an attendee.



When all the attendees have been added to the roster, select Exit Roster.



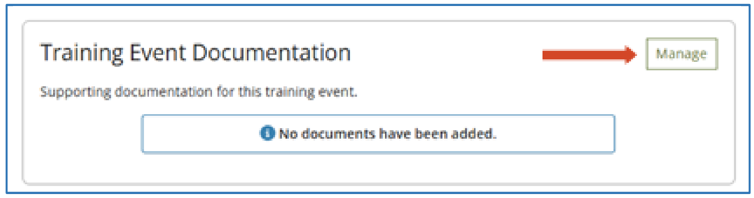
The number of attendees will be displayed.



Email or upload the attendance sheets or reports to the Registry once the attendees are entered in the Roster. Attendees will be cross-checked with the roster when the Registry receives the forms.

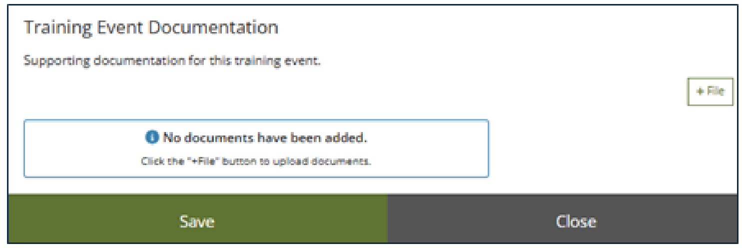
Email to registry@ndgrowingfutures.org

To upload the attendance sheets or platform report to the Event, select Manage in the Training Event Documentation section.



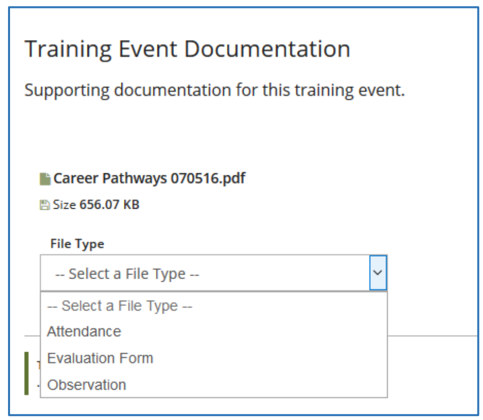
Then select +File.

Find and choose the document in your files to upload. Make sure the document is in one of the accepted file formats.



Under the File Type drop-down, select Attendance.

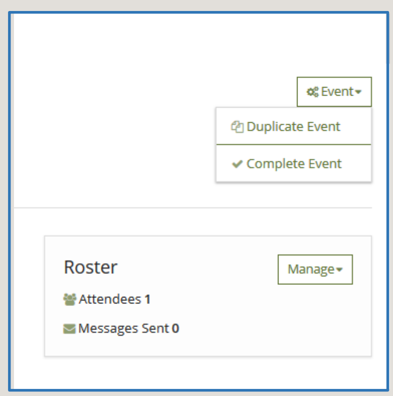
Then Save.



The final step in managing the Event is to complete it.

On the Event drop-down at the top right, select Complete Event.

NOTE: Once the Event is completed, attendees cannot be added to the roster.



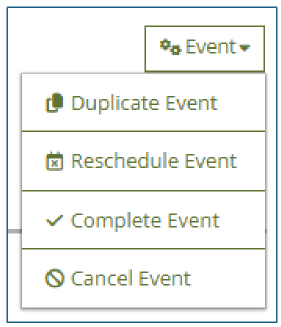
NORTH Dakota | Health & Human Services
Be Legendary.

How to Reschedule an Event

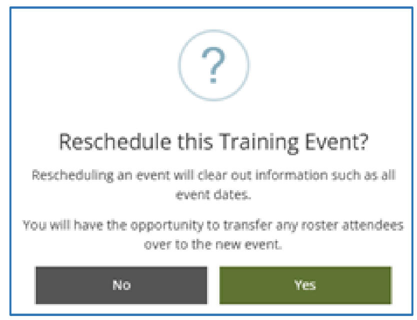
Sometimes, things do not work out as intended! Weather, trainer cancellation, location issues.... There are many reasons why an approved Event may need to be rescheduled. If the date of an Event needs to be changed, it's easy to reschedule with these steps. NOTE: If something other than the date of the Event needs to be changed, such as the trainer or delivery method, contact the Registry for assistance.

Open the Event.

Using the drop-down menu below Event, select Reschedule Event.

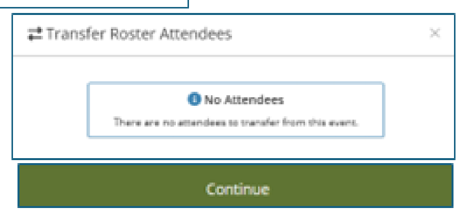


The Reschedule message will pop up. Select Yes.

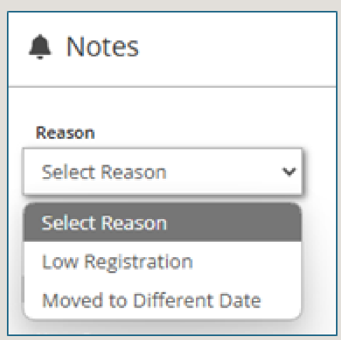


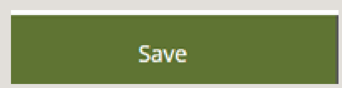
If there are registered attendees they can be transferred to the new event.

Then select Continue.



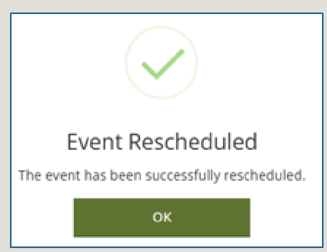
Select a reason for the change from the drop-down menu and then Save.



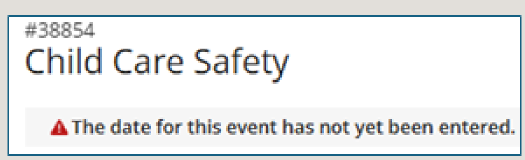


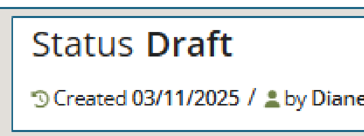
The event has been rescheduled.

Select OK.

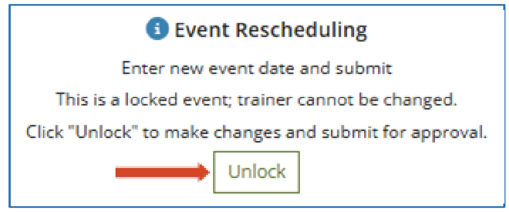


A message displays that the date has not been entered and the event status is Draft.

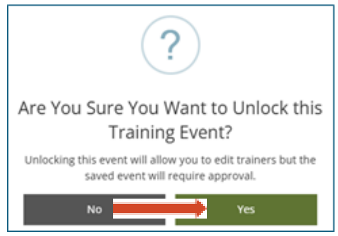


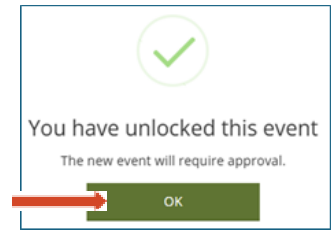


Unlock the Event. Are you sure?
Select Yes.

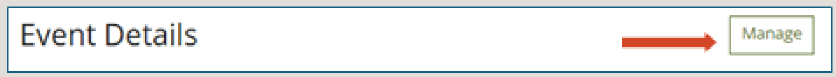


The new event requires approval.
Select OK.

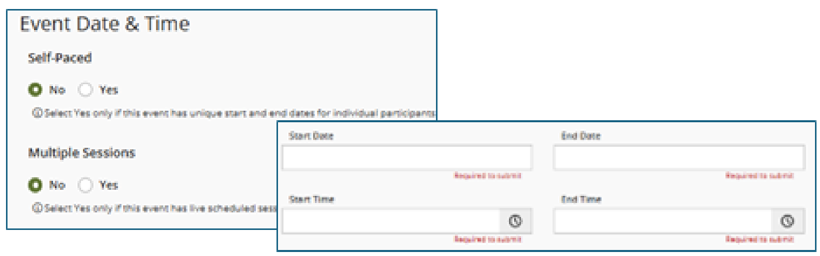


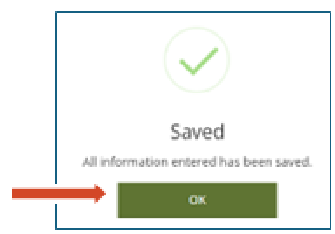


In the Event Details section, select Manage.



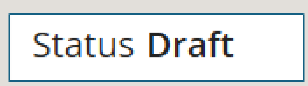
Enter a new date and time. Update other details if necessary. At the bottom select Save.
On the next screen, select OK.

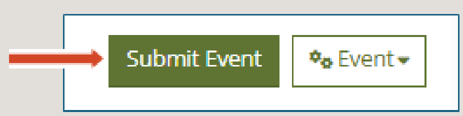


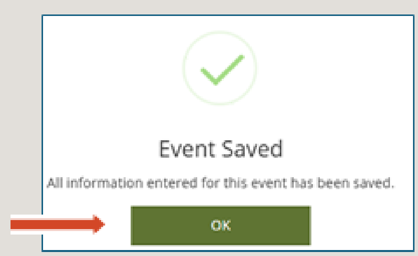


The Event is now in Draft status and still needs to be submitted for approval. Select either the Event # or title, and then select Submit Event.

Select OK.







The status of the Event will change to Pending.

Status **Pending**

You will receive an email when the Registry approves the rescheduled Event.

Once the Registry approves the event the status will be Accepted.

The rescheduled event will be visible but no roster is available and no manage buttons are accessible.

	ID	Date	Title	Location/URL	Trainer	Status
	38854	5/9/2025	Child Care Safety	Training Classroom Grand Forks, ND	Trainer Smith	Accepted
	38853	4/4/2025	Child Care Safety	Training Classroom	Trainer Smith	Rescheduled

Writing Learning Objectives

Learning objectives must be replicable, meaning what participants learn and can do at the end of the training is the same despite different teaching methods or styles from one trainer to the other. If the objective is that participants will be able to demonstrate proper hand-washing procedures, then that is what participants should be able to do no matter who taught the course.

Begin the objectives with action verbs, such as: *demonstrate, illustrate, dramatize, interpret, operate, solve, use, contrast, differentiate, criticize, distinguish, examine, experiment, question, argue, defend, judge, select, support, value, and evaluate*.

Note: Do not use words such as *know or understand* as it cannot be observed what someone knows in their head.

Learning Objectives Checklist
_____ Does the objective contain an action verb?
_____ Can the objective be measured/assessed in a consistent, reliable way?
_____ Does the objective address essential skills and competencies that are required for the early childhood workforce?
_____ Does the outcome clearly state what a participant should be able to do at the completion of the course?
_____ Is the objective consistent with licensing and professional standards?
_____ Is the objective written in language that the target audience will understand?

Write objectives using the SMART format:
S – Specific: **L**earning objectives must be specific, meaning the result is defined by "who," "what," and "where" e.g. what the learner is required to do (performance), under what conditions it is to be done (conditions) and how well it is to be done (standards). Focus on one specific skill/knowledge area for each objective.
M – Measurable: Learning objectives also need to be measurable. You must be able to quantify and/or qualify the expected output from a learner. Ask yourself, "How will the skill be demonstrated?" and "How will I know if the learner has met the learning objective?"
A – Attainable: Learning objectives must be realistic given the set amount of time and resources. You cannot expect learners to capably demonstrate a complex skill given just an hour of training.
R – Relevant: Learning objectives need to define for learners why they are in the training and what they can get out of it. How will the skills and knowledge they are going to learn help them perform better at work or make their work more effective with children and families?
T – Time-bound: There is a saying that a goal without a deadline is just a dream, and the same also applies to creating learning objectives. For most Level 2 courses, the deadline to meet the objective is the end of the session although depending on the structure of the course, it could be a few days or even longer.