

## Childhood Care & Education Trainer

### Competency Goals and Indicators

#### TRN-1 TO DEMONSTRATE THE ABILITY TO DESIGN TRAINING FORMATS THAT ARE RELEVANT AND MEANINGFUL

##### *A competent trainer*

- A. Writes clearly defines competency based goals and learning objectives based on perceived needs, values and goals of the targeted audience.
- B. Identifies specific benefits for participants, programs and children.
- C. Organizes a sequence of various activities which support objectives and provide learners an opportunity to be actively involved.
- D. Identifies and prepares to respond to key content points likely to cause learner questions or resistance.
- E. Plans activities that offer opportunities for learners' success.
- F. Allows adequate time for learners to demonstrate the transfer of learning.
- G. Includes a mechanism that allows learners to demonstrate the transfer of learning.

#### TRN-2 TO DEMONSTRATE AND MAINTAIN MASTERY OF APPROPRIATE TRAINING CONTENT

##### *A competent trainer*

- A. Gives accurate, current information consistent with sound theories and principles of child development, developmentally appropriate practice, professional development competencies, quality standards, licensing and legal regulations.
- B. Integrates respect for the value, uniqueness and abilities of individual children into all content material.
- C. Facilitates a connection between the content information and practical application.
- D. Refers questions and concerns beyond his/her scope of expertise to appropriate persons or agencies.
- E. Communicates an understanding of the various childhood care and education programs in Georgia.
- F. Bases workshop content on professional development competency objectives and assessment of learners' needs.

#### TRN-3 TO DEMONSTRATE SKILLS NECESSARY FOR PRESENTING EFFECTIVENESS TRAINING EXPERIENCES.

##### *A competent trainer*

- A. Initiates opportunities for learners to communicate their needs and expectations for the class.
- B. Involves learners in establishing an appropriate level of group comfort.
- C. Communicates goals and objectives to learners.
- D. Makes use of existing values, beliefs, customs, and attitudes as a starting point for discussion and activities.
- E. Facilitates activities so that learners understand the instructions, purpose, and key teaching points.

- F. Maintains an awareness of learners' interest, attention and involvement throughout the session.
- G. Uses a variety of instructional methods and media effectively.
- H. Adapts presentation to support individual learning styles, interests and positive self-images.
- I. Models mutual respect and acknowledges individual differences within the group.
- J. Communicates effectively using both verbal/non-verbal and expressive/receptive communication skills.
- K. Uses anecdotes, stories, analogies and humor appropriately.
- L. Uses examples and frames of reference familiar to the learners.
- M. Responds appropriately to learners' need for clarification or feedback.
- N. Incorporates sound practices of adult learning which encourages learners to independently seek additional resources.

<p>TRN-4 DEMONSTRATES THE ABILITY TO MANAGE A WELL-RUN OURPOSEFUL TRAINING EVENT</p>
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*A competent trainer*

- A. Adapts existing space and arranges for a safe, comfortable environment that supports adult learning.
- B. Accommodates individuals with disabilities according to their needs.
- C. Is clear and specific when describing training topics for learners.
- D. Manages group interactions and participation.
- E. Anticipates and responds appropriately to unexpected situations and disruptions.
- F. Adapts training to respond to diversity among learners, children, families and settings.
- G. Utilizes feedback from learners, colleagues, program directors, and self-evaluation to assess and modify training.
- H. Maintains accurate records.
- I. Manages time available for class.

<p>TRN-4 DEMONSTRATES THE ABILITY TO MANAGE A WELL-RUN OURPOSEFUL TRAINING EVENT</p>
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*A competent trainer*

- A. Takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of the adult learners.
- B. Practices self-assessment and pursues information necessary to be effective through a variety of resources, (i.e., education/training, professional association memberships, books and periodicals, networking with other professionals).
- C. Acts as a positive role model for participants.
- D. Maintains confidentiality and upholds principles of ethical conduct.
- E. Keeps abreast of regulatory, legislative and work force issues and how they affect participants.
- F. Acts as an advocate for childhood care and education professionals.