



# Training Approval Application Score Sheet

Title:		
Instructor Name:		
Level of Training		
<input type="checkbox"/> Progressing Professional	<input type="checkbox"/> Skilled Professional	<input type="checkbox"/> Mastery Professional

Category	Score			
<b>Application</b> <ul style="list-style-type: none"> <li>Is the application complete?</li> <li>Are all required attachments provided?</li> </ul> <p>Is the Agency Agreement signed by an authorized representative of the organization?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
<i>*IF NO, THIS APPLICATION WILL NOT BE REVIEWED.</i>				
<b>Instructor Qualifications</b> <ul style="list-style-type: none"> <li>Documentation of instructor qualifications includes information about experience and education in adult learning strategies, as well as the content area of the training.</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
<b>Description of Workshop</b> <ul style="list-style-type: none"> <li>Clearly and accurately describe the content of the training in 50 words or less.</li> </ul>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
<b>CDA Content Areas/Iowa Early Learning Standards</b> <ul style="list-style-type: none"> <li>Correct CDA content areas are identified in the application.</li> <li>Correct IELS are identified on the application.</li> </ul>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<b>Competency-Based Learning Objectives</b> <ul style="list-style-type: none"> <li>At least three learning objectives are included. Each objective is clearly stated, realistic and measurable, promotes active vs. passive learning, and moves the participants toward the outcome. The objectives are logical and sequential and should drive the training session. See: <a href="#">Blooms Taxonomy</a></li> </ul> <p><b>Progressing Training:</b> reflects a basic understanding of concept and demonstration of development skills; involves the opportunity for recall, imitation and trial/error; and includes words such as participate, name, define, be familiar with, list, restate, describe, recognize, explain, identify, etc.</p> <p><b>Skilled Training:</b> This ranges from simple to more complex applications of concepts into parts so that the</p>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 5

Category	Score				
<p>whole can be understood; distinguishes between fact and inferences; and allows for the use of a concept and methods in everyday practice.</p> <p><b>Mastery Training:</b> 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; generalize from facts; relate/connect knowledge from several content areas; predict and draw conclusions; compare and discriminate between ideas.</p>					
<p><b>Content Outline</b></p> <ul style="list-style-type: none"> <li>All content that will be presented is included in the content outline.</li> <li>If content includes handouts, PowerPoint presentations, transparencies, etc., copies are provided.</li> <li>Content addresses the learning objectives and CDA Content Areas indicated.</li> <li>The content is consistent with Developmentally Appropriate Practices as defined by NAEYC, WestEd (Program for Infant and Toddler Care), and the National Health and Safety Performance Standards.</li> <li>The content is consistent with Iowa child care regulatory standards.</li> <li>The content is consistent with Iowa Early Learning Standards.</li> </ul> <p><b>If the first 4 bullets are met 6 points are automatically awarded.</b></p> <ul style="list-style-type: none"> <li>The content considers participants' previous knowledge.</li> <li>Examples used in the training relate to the real world of early care and education professionals.</li> <li>Sections of content (or exercises) logically connect to the sections that come before or after.</li> <li>Appropriate exercises are utilized, including: <ul style="list-style-type: none"> <li>Opener which introduces the topic</li> <li>Closing, which develops a transfer of learning plan</li> <li>Activities used throughout are relevant to the content</li> <li>Instructions are clear with reference to key points to draw from participants during small group discussions</li> <li>Activities to identify/answer questions</li> </ul> </li> <li>Key concepts are repeated and/or revisited often.</li> <li>There is an appropriate level of depth for the audience level.</li> <li>Include filler for time management.</li> </ul>	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8	<input type="checkbox"/> 10
<p><b>Time and Sequence</b></p> <ul style="list-style-type: none"> <li>Time estimates are sequential with the objective listed and logical and reasonable, and have a reasonable amount of</li> </ul>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	

Category	Score			
<p>time allocated for activities and discussion.</p> <ul style="list-style-type: none"> <li>The outline should have adequate content to support the time requested for approval.</li> </ul>				
<p><b>Training Methods</b></p> <ul style="list-style-type: none"> <li>Several (at least two) training methods that reflect various learning styles are included in the training and reflected in the content design. See adult learning principals here: <ul style="list-style-type: none"> <li><b>Beginning:</b> whole group, modeling, demonstrations, individual/small group/dyads, direct coaching/help with specific skills, hands-on activities, experiential learning activities, dissemination of information/lecture, instructional games activities, scenarios, mental imagery, role play, skill practice, simulation and questioning</li> <li><b>Intermediate:</b> case study, vignettes/role play/demonstrations, experiential learning activities, lecture, small/large group discussion, task exercise or activity (small group), hands-on activities, computer-assisted instructions, skill practice, mental imagery, opportunities for teach-back and presentations, reflection and questioning (open-ended)</li> <li><b>Advanced:</b> open-ended format, open-ended discussion, debate, case study, role play, dramatization, research review and application, opportunities for teach back and presentations, computer-assisted instruction, reflection, role play and questioning (open-ended).</li> </ul> </li> <li>The activities are sensitive to the needs of a variety of learners and are appropriate for the content.</li> <li>Content includes direct concrete experiences that allow participants to apply the learning in their work as early care and education professionals.</li> <li>The structure of the course provides opportunities for support from peers.</li> <li>There are opportunities for ongoing interaction and timely feedback.</li> <li>Small group activities allow participants to move beyond understanding to application and evaluation.</li> </ul>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
<p><b>Methods of Assessment of Learning</b></p> <ul style="list-style-type: none"> <li>Learning outcomes are assessed throughout the training, providing an opportunity for the audience and the trainer to assess progress toward objectives.</li> </ul> <p>Techniques may include short tests, action plans, observation, discussion, reflections, interviews, follow-up, rubrics, and group discussion.</p>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Category	Score		
<b>Materials List</b> <ul style="list-style-type: none"> <li>Materials are indicated.</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<b>Evaluation</b> <ul style="list-style-type: none"> <li>CCR&amp;R Instructors will utilize the evaluation form, which will be provided. An evaluation of the instructor and the training will evaluate the effectiveness in meeting participant needs and provide the instructor with feedback to adapt or modify the training.</li> </ul>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
<b>Work Cited List</b> <ul style="list-style-type: none"> <li>A minimum of three references are cited.</li> <li>At least two of the references are less than five (5) years old.</li> </ul>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
<b>Total Possible Score = 34</b>	<b>Total Needed for Approval = 22</b>		<b>Total Score Received =</b>

For Office Use Only	
Total Score Received	Date Reviewed
Signature	

Enter on the DHS Training Registry
Date Entered
Comments