

I have read and agree to abide by the CCR&R *Training Policies and Procedures Handbook*.

In addition, I agree to:

1. Assume the role of CCR&R ambassador by developing knowledge and understanding of CCR&R services, staff, and opportunities. As a CCR&R ambassador, a CCR&R Instructor refers participants to CCR&R for professional development beyond the specific curricula being taught.
2. Assist the Regional Professional Development Specialist with keeping my CCR&R Instructor file updated by completing and submitting required forms (including requesting to be an approved trainer via Iowa's Early Childhood and School Age Professional Workforce Registry (i-PoWeR)), providing notification of changes in the information, documentation of continuing education (including a minimum of four continuing education clock hours annually in adult learning strategies), etc., in a timely manner.
3. Provide the training event/curriculum as approved. Please note that while talking points in the notes are provided for flexible delivery, edits cannot be made to training materials, including but not limited to handouts, PowerPoint Slides, and other resources. Failure to comply may result in termination of the training contract with CCR&R.
4. If I am an internal trainer for my center, I will follow statewide and regional processes and connect with Professional Development Specialists accordingly.
5. If I am an approved Specialized Trainer, I will follow CCR&R Statewide Policies and Procedures.
6. Provide appropriate breaks during training in accordance with CCR&R policies.
7. Abide by the NAEYC Code of Ethics and Code of Ethical Conduct.
8. Dress and act in a professional manner at all times when serving as a CCR&R Instructor.
9. Study, review the curriculum and activities, and prepare for each training prior to presenting. This includes consulting with CCR&R staff, gathering pertinent information and resources/materials, and requesting copies as necessary.
10. Maintain open communication with CCR&R regarding the planning, progress, completion, and training concerns/needs
11. Provide timely notification if unable to provide a scheduled training.
12. Arrive at training in sufficient time to prepare the learning environment prior to participant arrival and greet participants in a friendly and professional manner.
13. Communicate with Professional Development Specialists on any issues that may arise.
14. I will be available to participants after each training session to answer questions, familiarize myself with participants and their individual needs, and clean the used portions of the training facility.
15. Obtain, use, and complete CCR&R facilitator paperwork when required (sign-in forms, class evaluations, expense sheets, etc.) and when a facilitator is not available.
 - a. All completed forms shall be submitted to CCR&R within 1 week of the training date and prior to payment.
16. Avoid promising training credit to a person who is not registered for training.
17. Train as scheduled at the appropriate venue and scheduled time.
18. Avoid offering a 1:1 format for training credit to participants who need to make up training. Connect them to their Professional Development Specialist for guidance on make up process.
19. Provide input for curriculum revision and development as requested.

20. Agree to observations, assessments, or evaluations of training events by CCR&R Training Specialists or designees for quality control purposes.

21. Agree to include the following practices to ensure a welcoming learning experience:

- a. Consider and assess personal identities and beliefs.
- b. Model respect, professionalism, and authenticity.
- c. Demonstrate high self-awareness and adjust non-verbal communication to manage learner needs.
- d. Provide a safe space for open dialogue.
- e. Encourage respectful and thoughtful conversations by creating ground rules (i.e., not interrupting, active listening, allowing for pauses, ensuring everyone gets a chance to talk, etc.).
- f. Avoid categorizing and connecting “bad” or “good” to comments or scenarios discussed.
- g. Be aware of how topics may be sensitive or triggering to learners.
- h. Adjust content delivery to adapt to learning styles.
- i. Accommodate learners who may have special needs.
- j. Be responsive to and value learner experiences.
- k. Encourage learners to find commonalities and build community.
- l. Provide strategies to check in with learners (i.e., first to five, red, yellow, green light, thumbs up/down, etc.).
- m. Restate questions and comments for clarity and understanding.
- n. Redirect inappropriate conversations (i.e., this topic is not relevant and will not be discussed).
- o. Effectively manage disengaging and disruptive behavior in all learning settings.
- p. Utilize “parking lot” strategies to track questions and needed follow-up.
- q. Connect with experts for resources or training opportunities to build confidence and self-growth.
- r. Provide time for evaluation so learners can provide feedback on what went well & what could go better.
- s. Be open to feedback and adjust content delivery and management techniques as appropriate.

I hereby agree to abide by the conditions outlined in this Instructor Agreement.

Instructor Name	Professional Development Specialist
Date	Date