



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
Application <ul style="list-style-type: none"> Is the application complete? Are all required attachments provided? Is the Agency Agreement signed by an authorized representative of the organization? 	Y N <small>*If no, this application will not be reviewed.</small>
Instructor Qualifications <ul style="list-style-type: none"> Documentation of instructor qualifications includes information about experience and education on adult learning strategies as well as the content area of the training. 	0 1 2
Description of Workshop <ul style="list-style-type: none"> Clearly and accurately describes the content of the training in 50 words or less. 	0 1 2
CDA Content Areas/Iowa Early Learning Standards <ul style="list-style-type: none"> Correct CDA content areas are identified in the application. Correct IELS are identified on the application. 	0 1 2 3
Competency-Based Learning Objectives <ul style="list-style-type: none"> At least three learning objectives are included. Each learning objective is clearly stated, realistic, measurable and move the participants toward the outcome. The learning objectives are in logical and in sequential order and should drive the training session. <ul style="list-style-type: none"> Progressing Training: reflects basic understanding of concept and demonstration of development skills; involve opportunity for recall, imitation and trial/error; and include words such as participate, name, define, be familiar with, list, restate, describe, recognize, explain, identify, etc. Skilled Training: range from simple to more complex application of concepts into parts so that the whole can be understood; distinguishes between fact and inferences; and allows for the use of a concept, methods in everyday practice. Mastery Training: 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. 	0 1 3 5
Content Outline (if the first 4 bullets are met 6 points are automatically awarded) <ul style="list-style-type: none"> All content that will be presented is included in the content outline. If content includes handouts, Power Point presentation, transparencies, etc. copies are provided. Content addresses the learning objectives and CDA Content Areas indicated. The content is consistent with DAP as defined by NAEYC, WestEd and the National Health and Safety Performance Standards. The content is consistent with Iowa child care regulatory standards. The content is consistent with Iowa Early Learning Standards. The content considers participants' previous knowledge. Examples used in the training relate to the real world of early care and education professionals. Sections of content (or exercises) logically connect to the sections that come before or after. Appropriate exercises are utilized including: <ul style="list-style-type: none"> ○ Opener which introduces the topic 	2 4 6 8 10

<ul style="list-style-type: none"> ○ Closing which develops a transfer of learning plan ○ Activities used throughout are relevant to the content ○ Instructions are clear with reference to key points to draw from participants during small group discussions ○ Activities to identify/answer questions ● Key concepts are repeated and/or revisited often. ● There is an appropriate level of depth for the audience level. 	
<p>Time and Sequence</p> <ul style="list-style-type: none"> ● Time estimates are sequential with the objective listed and logical and reasonable. ● The outline should have adequate content to support the time requested for approval. 	0 1 2 3
<p>Training Methods</p> <ul style="list-style-type: none"> ● Several (at least two) training methods that reflect a variety of learning styles are included in the training and are reflected in the content design. <ul style="list-style-type: none"> Beginning: 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 Intermediate: 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) Advanced: 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). ● The activities are sensitive to the needs of a variety of learners and are appropriate for the content. ● Content includes direct concrete experiences that allow participants to apply the learning in their work as early care and education professionals. ● The structure of the course provides opportunities for support with peers. ● There are opportunities for ongoing interaction and timely feedback. ● Small group activities allow participants to move beyond understanding to application and evaluation. 	0 1 3 5
<p>Diversity</p> <ul style="list-style-type: none"> ● In addressing diversity, the content includes internal dimensions (age, gender, race, ethnicity, sexual orientation, physical ability) as well as external dimensions (geographic location, income, personal habits, recreational habits, religion, educational background, work experience, parental status, marital status and workplace-registered child development home, center care, school-age care). ● The content and all audio/visual aids include diverse examples. ● The case studies, case examples and role plays include diverse examples. 	0 2 4 6
<p>Core Values</p> <ul style="list-style-type: none"> ● The content appreciates childhood as a unique and valuable stage of the human life cycle. ● The content recognizes that children are best understood and supported in the context of family, culture, community and society. ● The content is respectful of the dignity, worth and uniqueness of each individual (child, family member and colleague). 	0 2 4 6
<p>Assessment of Learning</p> <ul style="list-style-type: none"> ● Assessment of learning outcomes occurs throughout the training; assessment provides an opportunity for the audience and the trainer to assess progress toward objectives. ● Techniques are indicated to measure the learning objectives. ● Techniques may include short tests, action plans, observation, discussion, reflections, interviews, follow up, rubrics, observation, group discussion, etc. 	0 1 2 3
<p>Materials List</p> <ul style="list-style-type: none"> ● Materials are indicated. 	0 1 2

Evaluation <ul style="list-style-type: none"> CCR&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. 	0 1
Work Cited List <ul style="list-style-type: none"> A minimum of three references are cited. At least two of the references are less than five (5) years old. 	0 1 2

Total Possible Score = 50

Total Needed for Approval = 40

For Office Use Only	
Total Score Received	Date Reviewed
Comments	
Signature	

Enter on the DHS Training Registry
Date Entered
Comments