

# Training Design Template

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Washington State Department of

# Early Learning

Professional Development Pathways

## CLASS INFORMATION

**Training Title:**

**Description of Training Session:**

**Training type:**  Annual **OR**  Initial

**Session Length:**

**Session Level:**

**Training Delivery Method:**  Classroom/In-person  Correspondence  Online  Hybrid

**Target Audience:**  Administrators  Child Care Center  ECEAP  Family Home  FFN  Head Start  
 Military  Parents/Relatives  School-Age  Trainers  Tribal Nations  K-12 Educators  P-3 Educators

**Core Competencies: Early Care & Education Professionals**

**# of Hours**

- Child Growth & Development
- Curriculum & Learning Environment
- Families & Community Partnerships
- Health, Safety & Nutrition
- Interactions
- Ongoing Measurement of Child Progress
- Professional Development & Leadership
- Program Planning & Development

**Core Competencies: School-Age Professionals**

**# of Hours**

- Child/Adolescent Growth & Development
- Child/Adolescent Observation & Assessment
- Cultural Competency & Responsiveness
- Families, Communities & Schools
- Interactions with Children/Youth
- Learning Environment & Curriculum
- Professional Development & Leadership
- Program Planning & Development
- Safety & Wellness
- Youth Empowerment

**Specific Competency(s):**

**Training Language:**  English  Spanish  Other ( please list):

**Content Focus Group:**  Prenatal  Infants  Toddlers  Preschool Age  Pre-Kindergarten  
 School-Age  Special Needs  Parents  Staff  Administrators  Other (please list):

**Training Methods:**

- Audio-video with facilitation  Case studies  Demonstration & practice  Handouts, printed materials
- Hands-On activities  Independent study with supervision  Lecture  Materials display  Observation of children
- Panel discussion  Role-playing, simulation  Self or program assessment  Small group discussion
- Technical assistance  Visual aids  Other (please list):

## LEARNING OBJECTIVES

### Learning Objectives: Topic 1

**Key conditions**

**Desired performance or behavior**

**Criterion or evidence of learning**

### Learning Objectives: Topic 2

**Key conditions**

**Desired performance or behavior**

**Criterion or evidence of learning**

### Learning Objectives: Topic 3

**Key conditions**

**Desired performance or behavior**

**Criterion or evidence of learning**

**Add additional Learning Objectives as needed**

**School Readiness Considerations:**

## CLASS OUTLINE/ DETAILED AGENDA

**Agenda  
Timeline**

**Content and Methods**

**Before Class Preparation:**

**Class Overview and Instructions:**

**Introductions/ Icebreaker:**

**Topic 1:**

	<b>Topic 2:</b>
	<b>Topic 3:</b>
	<b>Topic 4:</b>
	<b>Class Review/ Wrap-Up:</b>
	<b>Additional Extended Learning or Follow-Up:</b>

**EFFECTIVE INSTRUCTIONAL METHODS**

**How content reflects cultural awareness and learner diversity:**

**Varied Learning Styles Offered:**

**Varied Student Grouping and Interaction :**

**Research Supported: (Please list sources): Content must reflect current research and best practice. At least one reference within the last 5-7 years. However, some material tied to older research is still valid, and should not be overturned as an idea.**

**ADDITIONAL NOTES OR INSTRUCTIONAL TIPS**