

# Professional Development KITS

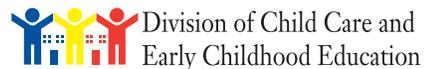
in-house

# *Trainer Guides*

2010

## **Guides for Three Focus Areas**

- Professionalism
- Families
- Learning Environment /  
Program for Children



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Publication Date  
July 2010

## **Introduction to Professional Development KITS In-house Trainer Guides**

### **Purpose**

**Professional Development KITS – In-house Trainer Guides** were developed through a contract with the Division of Child Care and Early Childhood Education. The guides are intended for use by directors and/or trainers of staff in programs serving children from birth to kindergarten.

Directors of many early care and education programs in Arkansas are currently providing in-house training for staff and will continue to do so. The availability of the guides can increase the quality of professional development opportunities offered in-house and support programs in meeting some of the requirements for **Better Beginnings**.

The information in the guides is in support of Minimum Licensing Requirements (MLR), the Infant/Toddler Environment Rating Scale (ITERS) and the Early Childhood Environment Rating Scale (ECERS). However, the information is not intended to include all of the requirements and/or components of those documents.

### **Format**

There are guides for three focus areas: Professionalism, Families and Learning Environment/Program for Children. Each guide is divided into training session topics specific to that focus area. While each session is structured to last approximately 60 minutes, trainers may choose to tailor the sessions to meet the training needs of staff and the time schedule of their program.

The sessions in each focus area have been designed to be presented in sequential order. However, if your program chooses to use an individual session, there will be additional directions given for a stand-alone session.

### **Development**

Dot Brown, President of Early Childhood Services, Inc, and Beverly C. Wright, an adjunct instructor at the University of Arkansas at Little Rock, are the developers of the guides. Both have had extensive experiences in developing professional development materials that are being used by trainers all across the state. Dot served as a director of a child care program in Little Rock for six years and remains committed to supporting programs in providing high quality early care and education for young children. Beverly is much sought after as a presenter at early childhood conferences, especially in the area of language and literacy. Both Dot and Beverly are registered trainers in the TAPP Registry.

As the guides were being developed, they were reviewed by three current directors and a person who is a former director and a seasoned instructor and trainer. Feedback received from the reviewers was considered as revisions were made to the guides.

## **An Invitation**

Directors and trainers are invited to review the guides and ask themselves this question: “Do I think my program will be strengthened if I begin using the **Professional Development KITS – In-house Trainer Guides** with staff?” If the answer is “yes” then begin using the guides for in-house professional development sessions.

# **TAPP Registry**

## **Introduction to the TAPP Registry**

Traveling Arkansas’ Professional Pathways (TAPP) is the professional development system for early educators in Arkansas. TAPP is the professional development system for those who care for and educate children in our state.

The **TAPP Map** (See [Attachment #1](#)) describes levels of professional development based on education and training. The three levels are: Foundation, Intermediate and Advanced.

One of the main components of the system is the TAPP Registry which is the tracking component of TAPP. The Registry serves both trainers and practitioners in the field of early care and education.

Becoming a member of the TAPP Registry is a key requirement of **Better Beginnings, Arkansas Quality Rating Improvement System**.

## **Become a part of the TAPP Registry**

For Directors and/or trainers planning to use the Professional Development KITS guides for in-house training of staff and who are not verified trainers in the TAPP Registry, this information is for you. Consider applying to the TAPP Registry to become a verified trainer. The website, email address and phone numbers for the Registry are listed at the end of this section. Contact the Registry and request information about becoming a verified trainer.

For your staff members who are not current members of the TAPP Registry, have them apply to become a part of the Practitioner Registry. By filling out an application, they will be assigned a number that will be used to track the registered trainings they attend. Have your staff members contact the Registry and request information about the Practitioner Registry.

Once you have become a verified trainer, you can register the in-house training sessions in the TAPP Registry. When you have completed the training and have submitted the required information to the Registry, the number of training hours received by your staff members who are in the Practitioner Registry will be posted to their transcripts.

When registering training:

- Plan each session within a Focus Area to be at least one hour in length.
- Submit a **Training Registration** form for each session. See **Attachment #2** for a completed example. See **Attachment #3** for the **Training Registration** form. The Registry will assign a course ID number for the session.

When completing the Training Registration Form, you will be asked in Section 5 to *Please check the Competency Area that will be addressed in this professional development opportunity. (Choose up to 5)* You will check the Competency Area for the Focus Area sessions as follows:

Focus Area	Competency Area
Professionalism	• Professionalism
Families	• Family
Learning Environment / Program for Children	• Creating Caring Communities to Support Learning & Development • Assessment and Evaluation

At the beginning of the training:

- Have each participant complete an **Attendance Form** (See **Attachment #4**).

At the end of the training:

- Have each participant complete an **Evaluation Form** (See **Attachment #5**).
- Submit the required information to the Registry: Attendance Form and an Evaluation Form completed by each participant.

**Trainer Note:** *Check the TAPP Registry periodically for any changes to the TAPP Map and the competency areas.*

**How to contact the TAPP Registry:**

**Website:** <http://professionalregistry.astate.edu>

**Email address:** [prof\\_registry@astate.edu](mailto:prof_registry@astate.edu)

**Phone:** 888-429-1585  
870-972-3556

# Training Tips and Techniques

## Set some ground rules

Just as children need rules for behavior in a group, so do adults. And just like children, adults respond much better to rules if they have been involved in setting them.

At the beginning of the first session, post on the wall a chart sheet titled **Strategies for Successful Sessions**. Include the first three bullets. Involve participants in adding to the third bullet their ideas for showing respect to others. Examples of showing respect are included in *italics* and are **highlighted**. Have the chart posted during all sessions.

**Strategies for Successful Sessions**

- Be an active participant
- Stay focused on the topic
- Show respect:
  - ✓ *Listen when others speak*
  - ✓ *Allow others an opportunity to participate*
  - ✓ *Avoid personal attacks on other*
  - ✓ *Accept ideas of others without judging or criticizing*

## Think about the participants

The participants are adults. Most will have experiences to bring to the training. They probably have been involved with children all day and may be tired. Many will have family and home responsibilities. Some may be concerned that they will be expected to change the way they have been doing things. Others will be anxious about how they will be perceived by their colleagues during the sessions.

The role of the trainer is to take into consideration all of these realities and concerns while presenting the materials outlined in the training guides in a way that accomplishes the stated objectives and is a positive learning experience for each participant.

### **Create a comfortable environment for participants**

- Provide adult chairs, preferably with padding
- Provide adult-height tables for work space
- Provide a well lighted area
- Have light refreshments, especially after a work day. Avoid letting the refreshments become the focus of the sessions.
- Arrange seating to facilitate participant's ability to see, hear, and to move about comfortably
- Keep the room a comfortable temperature

### **Create a positive adult learning experience**

- Be prepared. Have all of your materials ready and arranged in the order in which they will be presented
- Start and end the sessions on time
- Place yourself so that there is no barrier between you and the participants
- Decide how you are most comfortable as a trainer; standing at the side of a podium or sitting at the table with participants, for example.
- Listen to the suggestions and ideas of participants and respond to their questions. If necessary, help them see a different way to do things.
- Show respect for individuals; respect for what they know and for themselves

### **Create a climate for change**

- Help participants see how changing the way they are working can make their jobs easier, less stressful and more satisfying.
- Include the suggested follow-up activities which participants can implement right away. This will help them recognize the value of the information they received in the sessions.
- Be involved in the follow-up activities. Support their efforts to change.

# References and Resources

## Resources available from the Division of Child Care & Early Childhood Education

A Story a Month  
Adventures for Toddlers (curriculum for 18-36 month olds)  
Adventures in Learning (curriculum for 3-5 year olds)  
Arkansas Early Childhood Education Framework Handbook  
Arkansas Framework for Infant and Toddler Care  
B.A.M.M.M! - Books and Movement - A Magical Mix  
Better Beginnings Toolkit  
Getting Children Ready for Kindergarten - A Guide for Teachers and Caregivers of  
Preschool Children  
Getting Ready for Kindergarten - A Calendar of Family Activities  
Infant and Toddler Family Connection  
Minimum Licensing Requirements for Child Care Centers (current)  
Picture This: A Framework for Quality Care and Education for Children from Three to  
Five  
Picture This: A Framework for Quality Care for Infants and Toddlers  
The Family Connection (for 3-5 year olds)

### Videos

Getting to Know Children through Observation  
Math and Science Experiences for Preschool Children: Hands-on Learning in Small  
Groups  
Read It Again! Experience the Joy of Reading Aloud with Children

### **Additional References and Resources**

*A Trainer's Guide to Creative Curriculum for Preschool*  
by Candy Jones and Diane Trister Dodge, Teaching Strategies, Washington, DC (2006)

*Active for Life: Developmentally Appropriate Movement Programs for Young Children*  
by Stephen W. Sanders, National Association for the Education of Young Children,  
Washington, DC (2002)

*Code of Ethical Conduct & Statement of Commitment*, National Association for the  
Education of Young Children (2005)

*Creative Curriculum for Infants, Toddlers & Twos , Second Edition*, by Diane Trister  
Dodge, Sherrie Rudick & Kai-lee Berke, Teaching Strategies, Washington, DC (2006)

*Creative Curriculum for Preschool , Fourth Edition*, by Diane Trister Dodge, Laura J.  
Colker & Cate Heroman, Teaching Strategies, Washington, DC (2002)

*Designing Preschool Movement Programs* by Stephen W. Sanders, Human Kinetics  
Publishers, Champaign, IL (1992)

*Developmentally Appropriate Practice in Early Childhood Programs , Third Edition*, Carol Copple & Sue Bredekamp, editors, National Association for the Education of Young Children, Washington, DC (2009)

*Early Childhood Environment Rating Scale , Revised Edition*, by Thelma Harms, Richard M. Clifford, Debby Cryer, Teachers College Press, New York (1998)

*Early Childhood Workshops that Work* by Nancy P. Alexander, Gryphon House. Beltsville, MD (2000)

*Family Friendly Communications for Early Childhood Programs* by Deborah Diffily & Kathy Morrison, editors, National Association for the Education of Young Children, Washington, DC (1996)

*Infant / Toddler Environment Rating Scale, Revised Edition*, by Thelma Harms, Debby Cryer & Richard M. Clifford, Teachers College Press, New York (2003)

*Learning Activities for Infants and Toddlers* by Betsy Squibb, Children's Resources International, Inc., Washington, DC (2000)

*Preschool Classroom Management* by Laverne Warner & Sharon Anne Lynch, Gryphon House, Beltsville, MD (2004)

*Simple Steps: Developmental Activities for Infants, Toddlers, and Two-Year-Olds* by Karen Miller, Gryphon House, Beltsville, MD (1999)

*The Portfolio Book: A Step-by-Step Guide for Teachers* by Elizabeth E. Shores & Cathy Grace, Gryphon House, Beltsville, MD (1998)

*Transition Magician: Strategies for Guiding Young Children in Early Childhood Programs* by Nola Larson, Mary Henthorne & Barbara A. Plum, Redleaf Press, St. Paul, MN (1994)

## Glossary of Terms

**Anecdotal records** - Written recordings of a teacher's observations of a child; recordings of what the child does and says in the natural setting of the classroom or outdoors

**Better Beginnings** - Arkansas' quality rating improvement system for child care programs

### Components of Better Beginnings Standards

- Administration
- Administrator/Staff Qualifications
- Professional Development
- Learning Environment
- Environmental Assessment
- Child Health and Development

**Child's Portfolio** - A system for collecting and organizing a child's work to document progress over time; a purposeful collection of items that is representative of a child's efforts, achievements and progress

**Early childhood (3-5 year olds) benchmarks** - A level of performance that can be supported through a child's performance and documentation of a child's performance, behavior, and by samples of a child's work

**Ethical dilemma** - A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities

**Floor time** - Includes a variety of planned and spontaneous experiences with infants; opportunities for language, large and small motor development, dramatic play and cognitive learning

**Infant and toddler (0 - 36 months) benchmarks** - A level of behavior or skill that can be supported through observations, descriptions, documentations and by samples of a child's work

**Key content areas** - A set of content areas that defines what early care and education professionals know and understand in order to provide quality experiences for children, regardless of the setting in which care and education occurs. Key content areas are a part of TAPP, the professional development system for those who care for and educate children in our state

**Learning centers** - Areas organized throughout the classroom that include materials that children self-select to give them hands-on learning experiences in all developmental strands

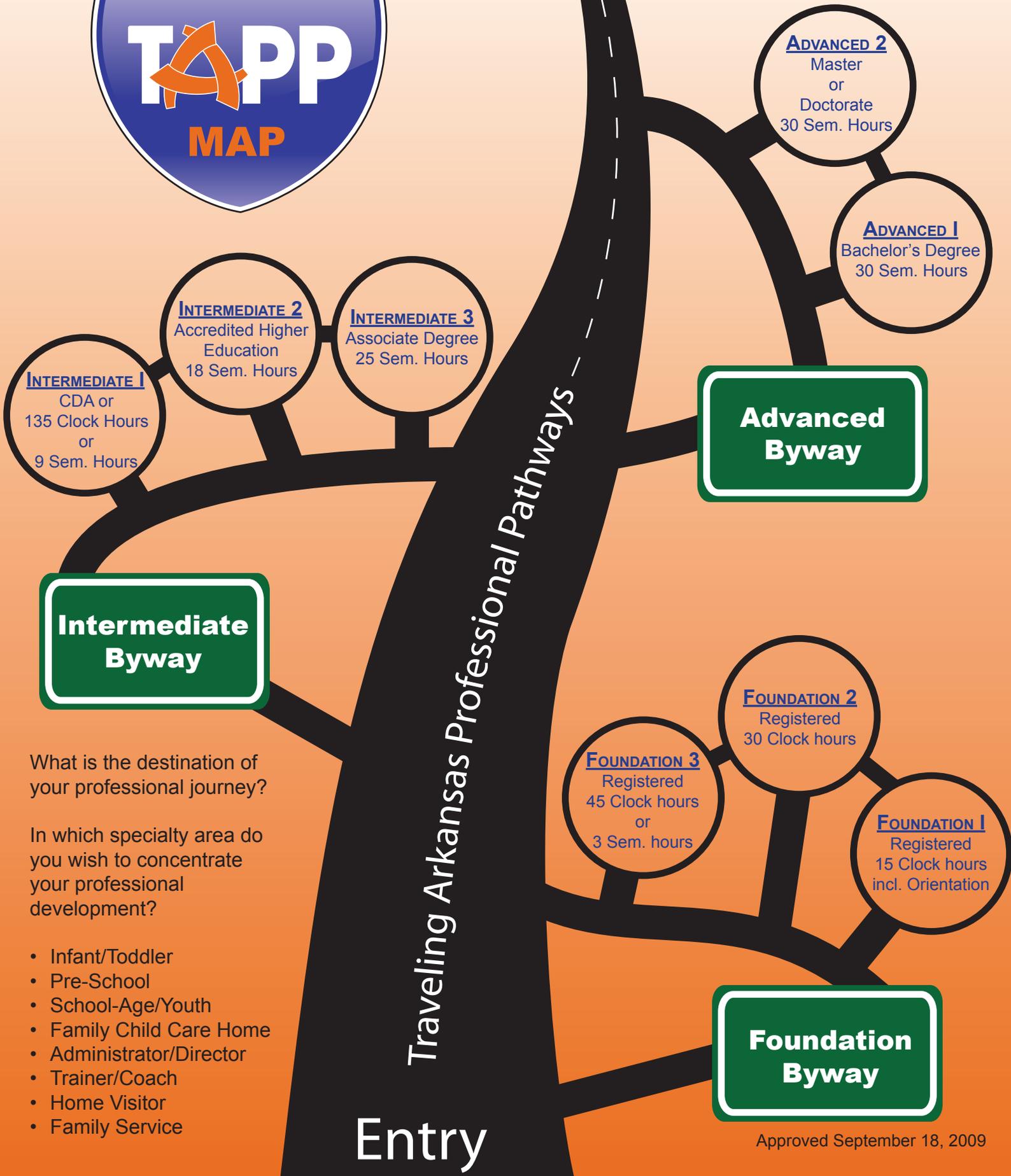
**Professional** - A person who has education and training specific to his or her profession and whose behavior reflects positively on that profession

**TAPP** - Traveling Arkansas' Professional Pathways (TAPP) is the professional development system for those who care for and educate children in our state.

**TAPP MAP** - describes levels of professional development based on education and training. The three levels are: Foundation, Intermediate and Advanced.

**TAPP Registry** - the tracking component of TAPP. The Registry serves both trainers and practitioners in the field of early care and education

**Work samples** - A collection of a child's work that comes from the child's voluntary activities, not teacher directed or assigned experiences; samples such as a child's drawings and writing samples or a story dictated to a teacher and illustrated by the child



**INTERMEDIATE 1**  
CDA or  
135 Clock Hours  
or  
9 Sem. Hours

**INTERMEDIATE 2**  
Accredited Higher  
Education  
18 Sem. Hours

**INTERMEDIATE 3**  
Associate Degree  
25 Sem. Hours

**ADVANCED 2**  
Master  
or  
Doctorate  
30 Sem. Hours

**ADVANCED 1**  
Bachelor's Degree  
30 Sem. Hours

**Advanced  
Byway**

**Intermediate  
Byway**

**FOUNDATION 3**  
Registered  
45 Clock hours  
or  
3 Sem. hours

**FOUNDATION 2**  
Registered  
30 Clock hours

**FOUNDATION 1**  
Registered  
15 Clock hours  
incl. Orientation

**Foundation  
Byway**

What is the destination of your professional journey?

In which specialty area do you wish to concentrate your professional development?

- Infant/Toddler
- Pre-School
- School-Age/Youth
- Family Child Care Home
- Administrator/Director
- Trainer/Coach
- Home Visitor
- Family Service

**Entry**



Traveling Arkansas'  
Professional  
Pathways Registry

Example of Completed Form

## TRAINING REGISTRATION

### Section 1. SESSION TITLE

<b>Session Title</b>	Professionalism – Session # 1
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### Section 2. SESSION INFORMATION

<b>Location (site)</b>	To be completed		
<b>Address</b>	To be completed		
<b>City</b>	To be completed	<b>ZIP</b>	To be completed
<b>County</b>	To be completed		
<b>Date(s)</b>	January 13, 2110 (Date & Times are examples only)		
<b>Start Time</b>	1:00 p.m.	<b>End Time</b>	2:00 p.m.

### SESSION INFORMATION (use as needed)

<b>Location (site)</b>			
<b>Address</b>			
<b>City</b>		<b>ZIP</b>	
<b>County</b>			
<b>Date(s)</b>			
<b>Start Time</b>		<b>End Time</b>	

### SESSION INFORMATION

<b>Location (site)</b>			
<b>Address</b>			
<b>City</b>		<b>ZIP</b>	
<b>County</b>			
<b>Date(s)</b>			
<b>Start Time</b>		<b>End Time</b>	

### SESSION INFORMATION

<b>Location</b>			
<b>Address</b>			
<b>City</b>		<b>ZIP</b>	
<b>County</b>			
<b>Date(s)</b>			
<b>Start Time</b>		<b>End Time</b>	

### Section 3. PROPOSER INFORMATION

<b>Sponsoring Institution (or individual)</b>	To be completed
<b>Phone and email</b>	To be completed
<b>Trainer Name(s)</b>	To be completed
<b>Trainer(s) Registry ID #</b>	To be completed

Section 4. WEB SITE INFORMATION	
1.	Would you like this session displayed on the Web site? <b>YES</b> <b>NO X</b>
2.	Contact name* to appear on Web site: (*contact name may be institution name or person)
3.	Contact phone number to appear on Web site: (    )
4.	What is the maximum number of participants that may enroll?
5.	Would you like participants to be able to register online? <b>YES</b> <b>NO</b>
6.	Choose one of the following options to appear if you do <b>NOT</b> want practitioners to be able to register online:
<input type="checkbox"/>	CLOSED
<input type="checkbox"/>	Please call to register
<input type="checkbox"/>	Call for more info
<input type="checkbox"/>	Other: _____

Section 5. Please check the primary <b>Competency Area</b> that will be addressed in this professional development opportunity. (choose up to 5)	
<input type="checkbox"/>	Child Growth and Development
<input type="checkbox"/>	Creating Caring Communities to Support Learning and Development
<input type="checkbox"/>	Supporting Learning and Development Through Curriculum Planning and Implementation
<input type="checkbox"/>	Assessment and Evaluation
<input type="checkbox"/>	Family
<input type="checkbox"/>	Community
<input checked="" type="checkbox"/>	Professionalism
<input type="checkbox"/>	Program Management
<input type="checkbox"/>	Communications
<input type="checkbox"/>	General Knowledge

Section 6. Specialty Area of Participants (choose the most appropriate, choose 1)	
<input type="checkbox"/>	Infant and Toddler (6 weeks-3 years)
<input type="checkbox"/>	Preschool (3 -5 years)
<input type="checkbox"/>	Kindergarten
<input type="checkbox"/>	Primary Grades 1-3
<input type="checkbox"/>	School Age (5-13 years)
<input checked="" type="checkbox"/>	Multiple Age Groups
<input type="checkbox"/>	Administrators
<input type="checkbox"/>	Trainers
<input type="checkbox"/>	Other

Section 7. Level of Training - What level of practitioner would benefit from this training?	
<input checked="" type="checkbox"/>	<b>Basic</b> - Practitioners who are developing an understanding and/or beginning to apply knowledge and skills. Initial 10-20 hours of training.
<input type="checkbox"/>	<b>Intermediate</b> - Practitioners who are frequently and/or consistently applying knowledge and skills.
<input type="checkbox"/>	<b>Advanced</b> - Practitioners who have thorough knowledge, ability to modify, evaluate, and synthesize; and/or are fostering growth, exercising leadership, and advocating.

Please *E-mail* to: prof\_registry@astate.edu  
 Or *Mail* to: TAPP Registry, P.O. Box 808, State University, AR 72467  
 For questions, please call the Registry office at (870) 972-3055 or (888) 429-1585

OFFICE USE

Date Received \_\_\_\_\_                      Date Entered \_\_\_\_\_                      Initials \_\_\_\_\_



Traveling Arkansas'  
Professional  
Pathways Registry

## TRAINING REGISTRATION

### Section 1. SESSION TITLE

Session Title	
---------------	--

### Section 2. SESSION INFORMATION

Location (site)			
Address			
City		ZIP	
County			
Date(s)			
Start Time		End Time	

### SESSION INFORMATION (use as needed)

Location (site)			
Address			
City		ZIP	
County			
Date(s)			
Start Time		End Time	

### SESSION INFORMATION

Location (site)			
Address			
City		ZIP	
County			
Date(s)			
Start Time		End Time	

### SESSION INFORMATION

Location			
Address			
City		ZIP	
County			
Date(s)			
Start Time		End Time	

### Section 3. PROPOSER INFORMATION

Sponsoring Institution (or individual)	
Phone and email	
Trainer Name(s)	
Trainer(s) Registry ID #	

**Section 4. WEB SITE INFORMATION**

1.	Would you like this session displayed on the Web site? <b>YES</b> <b>NO</b>
2.	Contact name* to appear on Web site: (*contact name may be institution name or person)
3.	Contact phone number to appear on Web site: (      )
4.	What is the maximum number of participants that may enroll?
5.	Would you like participants to be able to register online? <b>YES</b> <b>NO</b>
6.	Choose one of the following options to appear if you do <b>NOT</b> want practitioners to be able to register online:

<input type="checkbox"/>	CLOSED
<input type="checkbox"/>	Please call to register
<input type="checkbox"/>	Call for more info
<input type="checkbox"/>	Other: _____

**Section 5. Please check the primary Competency Area that will be addressed in this professional development opportunity. (choose up to 5)**

<input type="checkbox"/>	Child Growth and Development
<input type="checkbox"/>	Creating Caring Communities to Support Learning and Development
<input type="checkbox"/>	Supporting Learning and Development Through Curriculum Planning and Implementation
<input type="checkbox"/>	Assessment and Evaluation
<input type="checkbox"/>	Family
<input type="checkbox"/>	Community
<input type="checkbox"/>	Professionalism
<input type="checkbox"/>	Program Management
<input type="checkbox"/>	Communications
<input type="checkbox"/>	General Knowledge

**Section 6. Specialty Area of Participants (choose the most appropriate, choose 1)**

<input type="checkbox"/>	Infant and Toddler (6 weeks-3 years)
<input type="checkbox"/>	Preschool (3 -5 years)
<input type="checkbox"/>	Kindergarten
<input type="checkbox"/>	Primary Grades 1-3
<input type="checkbox"/>	School Age (5-13 years)
<input type="checkbox"/>	Multiple Age Groups
<input type="checkbox"/>	Administrators
<input type="checkbox"/>	Trainers
<input type="checkbox"/>	Other

**Section 7. Level of Training - What level of practitioner would benefit from this training?**

<input type="checkbox"/>	<b>Basic</b> - Practitioners who are developing an understanding and/or beginning to apply knowledge and skills. Initial 10-20 hours of training.
<input type="checkbox"/>	<b>Intermediate</b> - Practitioners who are frequently and/or consistently applying knowledge and skills.
<input type="checkbox"/>	<b>Advanced</b> - Practitioners who have thorough knowledge, ability to modify, evaluate, and synthesize; and/or are fostering growth, exercising leadership, and advocating.

Please *E-mail* to: prof\_registry@astate.edu  
 Or *Mail* to: TAPP Registry, P.O. Box 808, State University, AR 72467  
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OFFICE USE

Date Received \_\_\_\_\_                      Date Entered \_\_\_\_\_                      Initials \_\_\_\_\_



# TRAVELING ARKANSAS' PROFESSIONAL PATHWAYS

Attendance Form       Practitioner Application

Professional Development Course \_\_\_\_\_ Course ID # \_\_\_\_\_

Trainer ID# \_\_\_\_\_ Trainer \_\_\_\_\_ Clock Hours \_\_\_\_\_

City \_\_\_\_\_ Site \_\_\_\_\_ End Date \_\_\_\_\_

### Statistical Information:

This information is used for reporting purposes and for recording attendance. **PLEASE PRINT.**

Full Name (First Middle Last): \_\_\_\_\_

PO Box/Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

E-Mail: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Primary Phone Number: \_\_\_\_\_ Work Phone Number: \_\_\_\_\_

**COMPLETE**     TAPP Registry ID Number: \_\_\_\_\_

**ONLY ONE**     Last 5 Digits of Social Security Number:    X X X—X \_\_\_\_ — \_\_\_\_\_

I am a current member of the TAPP Registry.

I am a current member of the TAPP Registry; please update my information to reflect the above.

(OPTIONAL)

## TRAVELING ARKANSAS' PROFESSIONAL PATHWAYS REGISTRY

I am NOT a current member of the Traveling Arkansas' Professional Pathways Registry. Please **ACCEPT** this form as my initial application to become a member.

(By marking this box and signing below, you will become a member of the TAPP Registry at the *Basic Awareness* level.)

Please send me information on becoming a member at the Orientation, Intermediate, or Advanced levels of the SPECTRUM. (You will receive a current copy of the SPECTRUM and a complete application. Incentives offered by the TAPP Registry will only be issued to those members at the Basic Orientation level and beyond.)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

TRAINER  
USE  
ONLY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
				(5)		(7)			(10)		(12)			(16)					(20)

### IMPORTANT NOTICE

Child Care Licensing has a basic requirement of 10 hours of DCCECE approved professional development annually for licensed facilities. Quality Approved Programs have a basic requirement of 15 hours of early childhood education professional development annually. ABC Program staff are required to obtain 30 hours of staff development on topics pertinent to early childhood, approved by DCCECE. Membership in the TAPP Registry requires 15 hours of registered professional development annually.



# TRAVELING ARKANSAS' PROFESSIONAL PATHWAYS

Professional Development Course \_\_\_\_\_ Course ID# \_\_\_\_\_

Site \_\_\_\_\_ City \_\_\_\_\_

Date \_\_\_\_\_ Trainer \_\_\_\_\_ Trainer ID # \_\_\_\_\_

This form will be electronically scored.

Please mark your choice by **filling in** the corresponding circle. "●" Please do not "X" or "√" the circle.

### Statistical Information:

Fill in the one that BEST describes your position:

- Director or Assistant Director
- Program Coordinator or Administrator
- Teaching Staff
- Program Support Staff
- Family Child Care Provider
- Other

Fill in the one that BEST describes the age group you work with:

- Infant/Toddler (6 wks- 2 ½ years old)
- Preschool ( 2 ½ –5 years old)
- School Age (6-12 years old)
- I do not work directly with children

I have been in the child care/early education profession: (Please fill in one)

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-30 years
- Over 30 years

**Please rate the session using the scale below.**

		Excellent	Satisfactory	Poor		
1.	The trainer was knowledgeable on this topic.	⑤	④	③	②	①
2.	The purpose of the session was clear.	⑤	④	③	②	①
3.	Information and activities met the purpose of the session.	⑤	④	③	②	①
4.	The session was interesting.	⑤	④	③	②	①
5.	The trainer was open, friendly, and encouraging.	⑤	④	③	②	①
6.	The overall rating of the session is...	⑤	④	③	②	①

Grievances and complaints must be submitted in writing within 30 days of training to:  
TAPP Registry, PO Box 808, State University, AR 72467