



Training Observation (On Demand/ Independent Study)

Trainer:		Credential Number, Level and Expiration:	Trainer Region:
CCA Observer:		CCA Training Coach:	
Training Title:			Training Level:
Type of Training	Asynchronous Online (On-Demand) Web-Based Date Created:	Independent Study Date Created: Approved by DCC – yes or no	

I. Delivery and Facilitation
A. The trainer establishes clear learner expectations. <ul style="list-style-type: none"> <input type="checkbox"/> A course overview is provided, including course objectives/competencies. <input type="checkbox"/> Amount of time required for course completion/clock hours granted for course are stated, as well as any course deadlines. <input type="checkbox"/> A welcome/introduction/contact information are provided so that learners may ask the trainer questions <input type="checkbox"/> Independent learners have a way to connect with one another. <input type="checkbox"/> Any technology requirements are clearly stated within introductory course materials. <p>Additional Notes:</p>
B. The trainer develops effective and engaging training content. <ul style="list-style-type: none"> <input type="checkbox"/> PACES has been used to structure learning materials. <input type="checkbox"/> Multiple modes of delivery are used within training content (text, graphics, audio, video.) Content is delivered in ways that appeal to different learning preferences. <input type="checkbox"/> Learners are required to engage in interactive activities at regular intervals (No Knowledge Dumps!). <input type="checkbox"/> Content sources are cited, where appropriate. <input type="checkbox"/> Additional resources are provided for learners who want to learn more about the training topic. <p>Additional Notes:</p>

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C. Training assessments are relevant, and measure stated objectives/competencies

- Course assessments include a variety of question types (multiple choice/short answer/essay/fill in the blank/upload of audio, video, text, or pictures).
- Course assessments help learners test their knowledge AND practice skills.
- Course assignments provide rubrics and examples to aid in learner success.
- Course assessments ask learners to implement the WORKPLACE OUTCOME.

Additional Notes:

II. Instructional Design and Content Knowledge

A. Course Design

- Course materials consider and respect cultural differences and learner diversity.
- Course materials are accessible, including utilization of video captions, image alt text, and accessible documents and slides.
- Course materials are visually appealing and appropriately sized (including graphics, pictures, and fonts).
- Written materials have been proofread for grammar and spelling.
- Course navigation in online courses is clear and easy to use.
- Course materials work on mobile devices (tablets or cell phones).

Additional Notes:

B. The trainer exhibits knowledge in relevant content areas.

- Demonstrates knowledge of content specific to training being delivered.
- Course description and learning objectives are consistent and limited to one or two core content areas.
- Content delivered aligns with assigned course level.

Additional Notes:

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III. Professionalism

A. The trainer demonstrates professional early care and education training practices.

- Demonstrates professional credibility by sharing information about experience and knowledge.
- Shares resources and research trends to support content delivered.
- Maintains and models professional, respectful communication.

Additional Notes:

IV. Implementation, Evaluation, and Data Entry

A. The trainer conducts formal and informal evaluation to inform content development and delivery.

- Learners complete an implementation plan or complete implementation activities as part of the training.

A. Administers formal evaluation to participants to seek feedback.

If so, what type of questions are asked

- Level 1 – Participant Reaction Level 2 – Knowledge and Skills
- Level 3 – Teacher Behavior Change (Before & After) Level 4 – Impact on Children or Program (Before & After)

Additional Notes:

B. The trainer effectively uses the Cabinet-designated data management system (ECE-TRIS) to collect and report training data.

- Content aligns with the title chosen for training and description provided in ECE-TRIS entry.
- Content entered into ECE-TRIS prior to training and pre-approved if needed.
- Credit in ECE-TRIS is assigned within 10 calendar days of training or completion date.

Additional Notes:



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VI. Technical Assistance and Follow-Up Plans (to be completed with trainer)
Trainer Technical Assistance Goal 1
Identify a specific goal to increase quality in trainings.
How will you know if the goal is successful?
What support is needed from your Training Coach?
Goal 1 Follow Up Plans (i.e. resources needed, dates for follow up)
Trainer Technical Assistance Goal 2
Identify a specific goal to increase quality in trainings.
How will you know if the goal is successful?
What support is needed from your Training Coach?
Goal 2 Follow Up Plans (i.e. resources needed, dates for follow up)

VII. Signatures



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Child Care Aware Observer: _____	Date: _____
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