Manual for Approved Trainers

Revised October 2017

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Section 1: Introduction

A. Information Included in This Manual

The quality of early learning environments depends in large part on the training, education, and experience of the caregivers who work with the children. The people who work with children and their families need a strong foundation of knowledge in early childhood practices. In Maine, one way this knowledge can be obtained is through the Maine Roads to Quality Core Knowledge Training Program. To provide practitioners with the highest quality learning experience, we depend upon the knowledge, skills, and experience of our Approved Trainers. The Maine Roads to Quality Professional Development Manual for Approved Trainers was developed to orient the prospective or Approved Trainer to the Maine Roads to Quality: Professional Development Network (hereafter Maine Roads to Quality or MRTQ PDN). Approved Trainers are required to read, review, and adhere to the policies and procedures presented in this manual.

Included in the Maine Roads to Quality Professional Development Network: Manual for Approved Trainers is helpful information in the following sections:

1) A brief overview of the history of Maine Roads to Quality and contact information for Maine Roads to Quality Professional Development Network (MRTQ PDN).
2) Information to help you to become better acquainted with the components of the Maine Roads to Quality Professional Development Network.
3) Information related to the Maine Roads to Quality Core Knowledge Training Program.
4) The process to apply to become an Approved Trainer.
5) Resources available to Approved Trainers through MRTQ PDN.
6) Procedures for training delivery, including face-to-face, hybrid, and online training.
7) The Maine Roads to Quality Training Quality Assurance System (TQAS), which is a system of comprehensive assessment and support for Approved Trainers.
8) Information about the evaluation protocol for the Maine Roads to Quality Core Knowledge Training Program.
9) Appendices containing additional helpful information are also included.

B. History of Maine Roads to Quality

Beginning in 1992, the Maine Department of Health and Human Services (hereafter the Department), through its Early Childhood Division, convened 100 stakeholders in a two-year process that resulted in the development of recommendations for a career development system for early childhood professionals. The recommendations were published in 1994 in a document entitled Pathways to Quality: Toward the Development of a Comprehensive Training Plan for Child Care Practitioners in Maine. From that point, the Department put several initiatives in place, including a scholarship fund, core curriculum, and a professional Registry and Career Lattice. In 1999, the Department’s Office of Child Care and Head Start contracted with the Muskie School of Public Service, University of Southern Maine to establish Maine Roads to Quality, a new program tasked to manage the comprehensive, coordinated career development system.

Maine Roads to Quality established the Registry in 1999. Since that time, the Registry has grown to include 9,952 active members as of August of 2017. The Registry has evolved from a paper-based application system to a comprehensive online database including practitioner records, training information, technical assistance reporting, and scholarship tracking. The historical information contained within the Registry provides important data that can be used to inform public policy.
Also in 1999, the Department contracted with eight Maine Resource Development Centers (MRDCs), whose statewide service provision included supporting parents seeking child care and providing training opportunities to providers offering child care services. At the time, the Maine Roads to Quality Core Knowledge Training Program, which constituted 180 hours of training and was developed under the auspices of MRTQ, was also delivered by the MRDCs. In April of 2012, the MRDC system was dissolved and MRTQ assumed the delivery of Core Knowledge Training Program.

In conjunction with the Core Knowledge Training Program, the MRDC system also delivered on-site technical assistance, with formalization of those processes taking place through a group of stakeholders, including the Department, in the mid-2000s. Technical assistance was included in the deliverables of the MRDCs as a way to support child care programs working to join or advance within Maine’s quality rating and improvement system, Quality for ME. After the dissolution of the MRDCs in 2012, MRTQ assumed responsibility for the delivery of technical assistance services related to Quality for ME. MRTQ had been delivering technical assistance in the form of the Accreditation Facilitation Project since 2000 to assist center-based, family child care, and school age programs achieve national accreditation. Additional technical assistant consultants were recruited and trained in the curriculum Foundations of Relationship-Based Technical Assistance and began delivering on-site technical assistance statewide.

In January of 2013, the Department chose MRTQ, to become the new statewide Professional Development Network (PDN), consisting of a partnership between the current MRTQ at the University of Southern Maine’s Muskie School of Public Service, the Center for Community Inclusion and Disability Studies at the University of Maine, and the University of Maine’s Development Psychology/Informatics Collaborative. The key services offered by the Maine Roads Professional Development Network are provided in Section 2.B.
C. How to Contact Maine Roads to Quality

<table>
<thead>
<tr>
<th><strong>By Phone:</strong></th>
<th><strong>By Email:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-888-900-0055 (toll free)</td>
<td><a href="mailto:mrtq.contact@maine.edu">mrtq.contact@maine.edu</a></td>
</tr>
</tbody>
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<tr>
<th><strong>On the Web:</strong></th>
<th><strong>By Fax:</strong></th>
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<tbody>
<tr>
<td><a href="http://muskie.usm.maine.edu/maineroads">http://muskie.usm.maine.edu/maineroads</a></td>
<td>(207) 780-5817 (Portland)</td>
</tr>
<tr>
<td><strong>MRTQ PDN Staff Contact List:</strong></td>
<td>(207) 626-5024 (Augusta)</td>
</tr>
<tr>
<td><a href="http://muskie.usm.maine.edu/maineroads/staff.htm">http://muskie.usm.maine.edu/maineroads/staff.htm</a></td>
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<tr>
<th><strong>Portland Office and Mailing Address:</strong></th>
<th><strong>Augusta Office:</strong></th>
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</table>
| University of Southern Maine, Muskie School of Public Service  
Wishcamper Center  
PO Box 9300  
34 Bedford Street  
Portland, ME 04104-9300 | University of Southern Maine, Muskie School of Public Service  
Haynes Building  
12 East Chestnut Street  
Augusta, ME 04330 |

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<th><strong>Send Invoices:</strong></th>
</tr>
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</table>
| University of Southern Maine, Muskie School of Public Service  
Wishcamper Center  
PO Box 9300  
34 Bedford Street  
Portland, ME 04104-9300 |
Section 2: The Maine Roads to Quality Professional Development Network

A. Mission and Vision

The purpose of The Maine Roads to Quality Professional Development Network is to promote and support professionalism in the early care and education field.

Vision

All of Maine’s children will be in quality learning environments.

Mission

Promote the quality of early care and education.

Address the training and education needs of all early care and education professionals.

Develop multiple ways for professionals to achieve their career goals.

Increase linkages between training and formal education.

Recognize and reward professionalism.

Monitor the effectiveness of the career development system.

Collaborate with and unite partners to achieve the above.

B. Components of the Maine Roads to Quality Professional Development Network

i. Career Lattice and Professional Registry

The Maine Roads to Quality Registry is a recognition system that tracks the employment, education, and training history of its members. Any practitioner who joins is assigned a level on the Maine Roads to Quality Career Lattice in his or her chosen career path (Public Schools, Legal Unregulated Child Care/ Family Friend & Neighbor Child Care, Family Education and Support Professional, Direct Care, Administration Management / Coordination). Each MRTQ PDN Registry member receives a Maine Roads to Quality Certificate of Professional Recognition. Practitioners are able to store ongoing education and training in their personal MRTQ PDN Registry record and receive career counseling around their professional goals.

ii. Maine Roads to Quality Core Knowledge Training Program

The Core Knowledge Training Program offers new and experienced early care and education practitioners training that assures a consistent body of knowledge in eight core knowledge areas:

1) Business and professional development
2) Child development
3) Developmentally appropriate practice
4) Guidance
5) Healthy and safe environments
6) Individual and cultural diversity and inclusion
7) Observation and assessment
8) Relationships with families
A full list of all Core Knowledge Trainings is provided in Section 3.C. **Core Knowledge Training must be delivered by an Approved Trainer.**

### iii. Maine Credentials

Maine has developed five state-specific credentials that are administered by MRTQ PDN.

#### Infant Toddler Credentials 1

The Infant Toddler Credential 1 is based on competencies in the following areas: infant and toddler growth and development; health, safety, and nutrition; relationships with children; relationships with families; observation and assessment; curriculum and approaches to learning; and professionalism. Candidates are required to complete the following trainings that are offered statewide through MRTQ PDN:

- Caring for Infants, Toddlers, and Their Families (30 hours)
- Foundations in Health, Wellness, and Safety (18 hours)
- Supporting Maine’s Infants and Toddlers: Guidelines for Learning & Development (30 hours)
- Introduction to Infant Mental Health: Issues and Practice (18 hours)

Candidates will also submit a portfolio of evidence that demonstrates their mastery of the required competencies. MRTQ PDN staff review the portfolios and award the Infant Toddler Credential 1.

*The national Office of Head Start recognizes the Maine Infant Toddler Credential 1 as equivalent to the Infant Toddler Child Development Associate (CDA) Credential.*

The Infant Toddler Credential 2 requires the applicant to have an Associate’s degree (or above), inclusive of three credit courses in each of the following areas: Introduction to Early Childhood Education, Observing and Recording Children’s Behavior, and at least one course focused on Infants and Toddlers. Earning the Infant Toddler Credential 2 requires the candidate to take four additional three-credit courses and one additional one-credit course through a designated Maine Community College. The courses are:

- ECE 265: Infants and Toddlers I: Social Beings and Ability to Communicate (3 cr)
- ECE 275: Working in Partnership with Families (3 cr)
- ECE 260: Infant Toddler Seminar (1 cr)
- ECE 270: Infants and Toddlers II: Strong, Healthy Bodies and Curious Minds (3 cr)
- ECE 280: Infant Toddler Language and Literacy (3 cr)

#### Youth Development Credential

The Youth Development Credential is based upon ten competencies: child and adolescent development; health, wellness, and safety; guidance toward healthy relationships; cross cultural competence; observation and assessment; learning environment; curriculum and activities; program planning and evaluation; connecting with families, schools, and community; and professionalism. The competencies reflect the knowledge, skills, and abilities necessary for providing high-quality school age care. Applicants applying for the credential must successfully complete 135 hours of training within five years, including specific Maine Roads to Quality Core Knowledge Training. These specific trainings include:

- Working with School Age Children and Youth (30 hours)
- Foundations of Health, Wellness, and Safety (18 hours)
- Links to Learning (45 hours)
- Partners in Caring: Families and Caregivers (12 hours)
Creating Inclusive Youth Development Settings (30 hours)

Candidates will also submit a portfolio of evidence that demonstrates their mastery of the required competencies. MRTQ PDN staff review the portfolios and award the Youth Development Credential.

**Director Credential**

The Maine Director Credential has been developed with the understanding that a director’s ability to work effectively with teaching staff and families, to use evaluative tools to support continuous quality improvement, and to effectively manage all aspects of program operations are fundamentally linked to education, experience, and skills related to professionalism. Critical to the design of the Maine Director Credential is the identification of competency areas which assure a director’s ability to guide the instructional practices of teachers, while creating systems that assure smooth program functioning and strong parent and community partnerships. Directors can meet the training requirements for this credential by completing the following Core Knowledge Trainings:

- Child Care Leadership I: Building the Foundation for Quality in Early Childhood Programs (30 hours)
- Child Care Leadership II: Leadership in Early Childhood Education Today (30 hours)
- Child Care Leadership III: Transforming Leaders and Programs (30 hours)
- Maine’s Early Learning and Development Standards (30 hours) OR Supporting Maine’s Infants and Toddlers: Guidelines for Learning and Development (30 hours)

Candidates will also submit a portfolio of evidence that demonstrates their mastery of the required competencies. MRTQ PDN staff review the portfolios and award the Director Credential.

The Director Credential is designed, in part, to support the National Association for the Education of Young Children’s Alternative Pathway for Program Administrators pursuing NAEYC accreditation and has been designated as an approved state credential by NAEYC as of 2015.

**Inclusion Credential**

Working with children who have special needs or disabilities can present unique opportunities and challenges to the early childhood education field. Even the most experienced practitioners are sometimes at a loss for how best to support a child and family. The Inclusion Credential is designed to help practitioners build skills, knowledge, resources, and attitudes to promote quality, inclusive practices in their programs. The Inclusion Credential is designed to be an advanced credential; applicants must have already earned another credential, i.e. a Child Development Associate or another Maine credential, or have an Associate’s degree or higher in early childhood education or a related field. Core Knowledge Trainings required for this credential are:

- Inclusive Child Care (30 hours) OR Creating Inclusive Youth Development Settings (30 hours)
- Your Professional Development Portfolio (9 hours)
- Foundations of Inclusion: Relevant Laws, Featuring the Americans with Disabilities Act (6 hours)
- Foundations of Universal Design and Individualizing (12 hours)
- Collaborating with Others to Support Inclusion (12 hours)
- Positive Supports and Challenging Behavior (15 hours)

Candidates will also submit a portfolio of evidence that demonstrates their mastery of the required competencies. MRTQ PDN staff review the portfolios and award the Inclusion Credential.
iv. Maine Roads to Quality Technical Assistance Program

Maine Roads to Quality, in partnership with the University of Maine Center for Community Inclusion and Disability Studies, has created a statewide system to offer on-site support to early childhood and school age programs working to improve program quality. Trained technical assistance consultants are available in all regions of the state and can work with programs on a variety of issues, from arranging the environment to promoting parent engagement. Program directors, owners, or family child care providers may request on-site technical assistance through the MRTQ PDN website at: http://muskie.usm.maine.edu/maineroads/ta.htm. There is no fee for this service.

v. Maine Roads to Quality Training Quality Assurance System (TQAS)

This system was designed to ensure and document consistency and excellence in the delivery of Maine Roads to Quality Core Knowledge Training while supporting an ongoing professional development experience for Maine Roads to Quality Approved Trainers. An Approved Trainer evaluation process has been developed that identifies areas of strength, recognizes and acknowledges superior performance, identifies areas that need improvement, and defines Approved Trainer technical assistance activities, if necessary. A full description of the TQAS is provided in Section 7 of this Manual.
Section 3: Maine Roads to Quality Core Knowledge Training Program

A. History of the Core Knowledge Training Program

The Maine Roads to Quality Core Knowledge Training Program consists of curricula originally developed in collaboration with MRTQ, the former Maine Resource Development Centers, the Early Childhood Higher Education Committee, and qualified curriculum writers. MRTQ contracted with a number of curriculum writers to develop the trainings, which ranged in length from six to thirty-six hours. Some curriculum writers were higher education faculty from Maine’s community colleges or universities, others were practitioners working in center-based or family child care settings, and still others were professional development consultants and trainers. Together they brought a depth of knowledge, experience, and expertise to the content of the training and to the creation of positive learning environments for adult learners. Core Knowledge Training is appropriate for any practitioner working in an early childhood or school age program – novice or experienced, center-based, family child care, Head Start, public preschool, before and after school, or family, friend, and neighbor.

The National Association for the Education of Young Children (NAEYC) states that the defining characteristic of any profession is a specialized body of knowledge and competencies shared by all of its members.¹ The stakeholders that framed the recommendations for Maine’s original career development system adopted NAEYC guidelines for the preparation of professionals. The guidelines include a definition of what all early childhood professionals need to know and be able to do in order to practice effectively. In keeping with the recommendations, MRTQ founded the Core Knowledge Training Program on the following eight core knowledge areas:

1) Demonstrate an understanding of child development and apply this knowledge in practice;
2) Observe and assess children’s behavior in planning and individualizing teaching practices and curriculum;
3) Establish and maintain a safe and healthy environment for children;
4) Plan and implement developmentally appropriate curriculum that advances all areas of children’s learning and development, including social, emotional, intellectual, and physical competence;
5) Establish supportive relationships with children and implement developmentally appropriate techniques of guidance and group management;
6) Establish and maintain positive and productive relationships with families;
7) Support the development and learning of individual children, recognizing that children are best understood in the context of family, culture, and society; and
8) Demonstrate an understanding of the early childhood profession and make a commitment to professionalism.

B. Statement of Purpose

The Maine Roads to Quality Core Knowledge Training Program offers early care and education providers approved training in the above eight core knowledge areas. The Core Knowledge Training Program assures a consistent body of knowledge and nurtures professionalism in early care and education for both new and experienced providers.

C. Abstracts of Core Knowledge Trainings

The following is a list of all MRTQ PDN Core Knowledge Trainings, as of September of 2017:

¹ Young Children, March 1994, p. 72
### D. Role of the Approved Trainer

MRTQ PDN Approved Trainers act as representatives of MRTQ PDN. Approved Trainers play an essential part of the career development system in general and in the Core Knowledge Training Program in particular. Approved Trainers create a positive learning environment for adult learners, teach the content using appropriate adult learning methods, facilitate the exchange of ideas in the classroom or online, and assist providers with their assignments (as needed). The role of an Approved Trainer is essential to the success of providers in achieving their professional development goals by modeling professionalism and best practice. Throughout the duration of the training, participants benefit from the

### The Maine Roads Core Knowledge Curriculum Abstracts are available on the Maine Roads Website at:


<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Caring for Infants, Toddler, and Their Families (30 hours)</td>
<td>Supporting Maine’s Infants and Toddlers: Guidelines for Learning and Development (30 hours)</td>
</tr>
<tr>
<td>Curriculum and Development for Preschool Children (30 hours)</td>
<td>Maine’s Early Learning and Development Standards (MELDS) (30 hours) OR Bridge to MELDS (15 hours)</td>
</tr>
<tr>
<td>Linking Assessment to Curriculum in the Preschool Classroom (9 hours)</td>
<td>Working with School Age Children and Youth (30 hours)</td>
</tr>
<tr>
<td>Creating Inclusive Youth Development Settings (30 hours)</td>
<td>Early Childhood Education: Theory to Practice (9 hours)</td>
</tr>
<tr>
<td>Fostering the Social Emotional Development of Young Children (30 hours)</td>
<td>Partners in Caring: Families and Caregivers (12 hours)</td>
</tr>
<tr>
<td>Inclusive Child Care (30 hours)</td>
<td>Foundations of Health, Wellness, and Safety (18 hours)</td>
</tr>
<tr>
<td>Foundations of Center-Based Care (30 hours)</td>
<td>Your Professional Development Portfolio (9 hours)</td>
</tr>
<tr>
<td>Getting Started in Family Child Care (6 hours)</td>
<td>Creating Peace and Honoring Diversity (18 hours)</td>
</tr>
<tr>
<td>Environments in Early Care and Education (30 hours)</td>
<td>Operating a Family Child Care Business (24 hours)</td>
</tr>
<tr>
<td>Stepping Up with Quality for ME (12 hours)</td>
<td>Laying the Foundations for NAEYC Accreditation (27 hours)</td>
</tr>
<tr>
<td>Child Care Leadership Institute I: Building the Foundation for Quality in Early Childhood Programs (30 hours)</td>
<td>Child Care Leadership Institute II: Leadership in Early Childhood Education Today (30 hours)</td>
</tr>
<tr>
<td>Child Care Leadership Institute III: Transforming Leaders and Programs</td>
<td>Teaching Adult Learners (18 hours)</td>
</tr>
<tr>
<td>Foundations of Inclusion: Relevant Laws, Featuring the Americans with Disabilities Act (6 hours)</td>
<td>Foundations of Universal Design and Individualizing (12 hours)</td>
</tr>
<tr>
<td>Collaborating with Others to Support Inclusion (12 hours)</td>
<td>Positive Supports and Challenging Behavior (15 hours)</td>
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support and encouragement of the Approved Trainer. An Approved Trainer is also knowledgeable of Maine’s quality rating and improvement system, Quality for ME, and supportive of adult learners whose training is linked to quality improvements within their respective programs.
Section 4: Application to Become an Approved Trainer

A. Approved Trainer Qualifications

With the implementation of the Maine Roads to Quality Core Knowledge Training Program, MRTQ PDN and the Maine Early Childhood Higher Education Committee worked to articulate the training for college credit with two-year colleges in Maine. In order to satisfy the requirements of the higher education institutions, MRTQ PDN must have rigorous qualifications for all Approved Trainers of Core Knowledge Training. This section provides information on these required qualifications, the application process to become an Approved Trainer, and the policies and procedures developed to ensure that training will be implemented consistently throughout the state.

This section should be reviewed carefully. The information included in this section will guide Approved Trainers through the Trainer Approval system and will provide detailed explanations concerning the policies, procedures, and logistics of training delivery.

i. Trainer Qualifications

To become an Approved Trainer, an applicant must:

- Have a Master’s Degree in Early Childhood Education or a related field.
- Be a Maine Roads to Quality Registry Member.
- Complete the 18-hour MRTQ PDN online training “Teaching Adult Learners,” which covers the principles of adult learning and gives an overview of the functions of the Core Knowledge Training Program.
- Pay an initial application fee of $25.00.
- Agree to participate in the MRTQ PDN Training Quality Assurance System (TQAS) and all other MRTQ PDN evaluation activities.
- Have at least five years of professional experience relevant to the Core Knowledge Areas described in Section 3.
- Have at least twelve hours of experience delivering training for early care and education practitioners.
- Be approved every three years by MRTQ PDN (see Section 4.E for the Renewal Process)
- Agree to read, review, and abide by the policies and procedures set forth in the MRTQ PDN Manual for Approved Trainers.

ii. Memorandum of Agreement

All Approved Trainers are required to sign a yearly Memorandum of Agreement (MOA) with MRTQ PDN that is also signed by the Evaluation and Registry Manager. The intent of the MOA is for all parties to agree to their specific role in the delivery of a high-quality Core Knowledge Training Program. Additionally, the Memorandum of Agreement defines the conditions under which an Approved Trainer can and cannot use MRTQ PDN’s copyrighted materials. (See Attachment A for a copy of the Memorandum of Agreement.)

All Approved Trainers are also required to sign the Authorization for the Release of Personal History which includes child protection, SBI and Motor Vehicle records. (See Attachment B for a copy of the Release of Personal History form.)
B. Application Process

To become an Approved Trainer, all applicants must be a member of the Maine Roads to Quality Registry AND must have online access to their MRTQ PDN Registry record.

1) Log on to the Maine Roads to Quality Registry at: https://mrtq.musk.usm.maine.edu.
   a. For non-Registry members, click on “New MRTQ PDN Registry Applicant? I need to join the MRTQ PDN Registry.”
   b. For MRTQ PDN Registry members without online access, click on “Already a Registry Member? I belong to the MRTQ PDN Registry, and I want an online account.”
   c. MRTQ PDN Registry members with online access should sign in with their usual login.

2) Complete the section on Trainer Information, then print and sign the completed application.
   a. For non-Registry members, the MRTQ PDN Registry application features a section where applicants can choose to also apply to be an Approved Trainer.
   b. MRTQ PDN Registry members who wish to apply to become an Approved Trainer can log in to their online MRTQ PDN Registry account, then click on the “My Information” menu. This menu contains the option to “Apply to be an MRTQ PDN Trainer.”

3) Submit by mail the following to MRTQ PDN (see contact information in Section 1):
   a. Completed, signed Trainer Application from the online MRTQ PDN Registry
      i. Non-Registry members should also include the completed, signed Registry Application.
   b. Check for $25.00 made out to the University of Southern Maine
   c. A résumé or curriculum vitae that includes all early childhood-related professional experience (direct care and supervisory) as well as synopses of any early childhood training delivered (for an applicant with a lengthy training history, include five recent examples)
   d. The names and contact information of three professional references who can speak to the applicant’s ability to work with adult learners

4) MRTQ PDN staff review all applications and reply to applicants within 2-4 weeks. (Applicants who submit incomplete materials will be notified via email regarding the missing materials.)
   a. An applicant who is approved but has not taken the “Teaching Adult Learners” training will be approved as a Provisional Trainer and must satisfactorily complete the training within six months, at which point they will become an Approved Trainer. Failure to complete “Teaching Adult Learners” within six months will result in the application being denied. Provisional Trainers may deliver Core Knowledge Training at the discretion of MRTQ PDN staff.
   b. An applicant who is approved and has completed “Teaching Adult Learners” will become an Approved Trainer.
   c. An applicant who does not meet the criteria will be notified by MRTQ PDN regarding the reason they are not currently eligible to become an Approved Trainer.

C. Appeals Process

As MRTQ PDN Registry members, all Approved Trainers may utilize the Maine Roads to Quality Career Lattice Level Appeal Policy if they feel their MRTQ PDN Registry level or selection as an Approved Trainer does not reflect their education, work experience, or training history appropriately. The Maine Roads to Quality Career Lattice Level Appeal Policy is made available to MRTQ PDN Registry members upon acceptance into the MRTQ PDN Registry and may also
be found on the Maine Roads to Quality website at http://muskie.usm.maine.edu/maineroads/pdfs/MRTQ PDN_Appeals_Procedure_Policy.pdf.

Hereafter, Approved Trainers are contracted to provide training by the University of Southern Maine. As such, they are considered Subcontractors. If the Approved Trainer and the University representatives mutually agree upon the terms of the contract, all respective parties sign and date the contract accordingly. Trainers are encouraged to thoroughly review the contract so they are aware of the terms, conditions, and procedures to which they are agreeing.

D. Approved Reimbursement Rates

MRTQ PDN has set the reimbursement rate for Approved Trainers of Core Knowledge Training at $50 per hour as of January 1, 2013. Travel is reimbursable at $25 per hour. Preparation time and any other costs are not reimbursable. Photocopies of all relevant training materials will be provided by MRTQ PDN for face-to-face training sessions; all other photocopying, including the printing of this manual, must be done at the Approved Trainer’s expense.

E. Renewal Process

All Approved Trainers are approved for a three year period, at which point the Approved Trainer must renew his or her approval. The renewal process includes updating the Approved Trainer’s MRTQ PDN Registry record (i.e. if any address or employment changes have occurred) AND documenting 45 clock hours of training OR a 3-credit college course in adult learning or early childhood education in the MRTQ PDN Registry.
Section 5: Resources for Approved Trainers

A. MRTQ PDN Trainer Hub

The MRTQ PDN Trainer Hub is an online resource available to all Approved and Provisional Trainers. Upon notification of approval or provisional approval, the Approved or Provisional Trainer will receive information about how to request a user name and password for Moodle, the learning management system that MRTQ PDN uses for its online training. Information in the MRTQ PDN Trainer Hub includes:

- Additional guidance around the policies and procedures in this manual
- Tutorials and how-to information regarding Moodle
- Discussion boards for sharing questions, ideas, and support with other Approved Trainers
- A list of other resources available for practitioner and trainer professional development

B. Train-the-Trainer (T3)

It is expected that all new Approved Trainers will complete a Train-the-Trainer (T3) on each curriculum that they would like to train. A T3 pairs a new Approved or Provisional Trainer with an experienced Approved Trainer and allows the new Approved or Provisional Trainer to become familiar with the content of the training and to ask questions of the experienced Approved Trainer before delivering the training themselves. During a T3, the new Approved or Provisional Trainer is expected to:

- Enroll in and participate fully in the training, including completing all assignments.
- Introduce themselves as an Approved or Provisional Trainer completing a T3; the lead Approved Trainer should also make this clear in their introductory letter to the participants.
- Utilize this manual, the Moodle Quick Guide, and the Online Teaching Tips Guide (all available through the MRTQ PDN Trainer Hub) to guide their learning.
- Read all articles and view all websites and videos in each module.
- Monitor the lead Approved Trainer’s responses to and interactions with the participants.
- Connect with the lead Approved Trainer at the end of each module to debrief and ask any questions that have come up.
- Review with the lead Approved Trainer the policies and procedures for participant attendance.

Approved or Provisional Trainers completing a T3 will receive half of the regular reimbursement rate – $25 per hour.

C. MRTQ PDN Professional Development Opportunities

At least annually, MRTQ PDN will bring together all Approved and Provisional Trainers for a Trainer Professional Development Day. These meetings will be a time for Approved and Provisional Trainers to connect with MRTQ PDN and each other. Approved Trainers will be given professional development hours for attending, but will not be reimbursed for mileage or time.

Additionally, MRTQ PDN staff are excellent resources for any training-related questions. See the contact information page in Section 1 for information on how to reach MRTQ PDN staff.
Section 6: Procedures for Training Delivery

Approved Trainers act as representatives of the Maine Roads to Quality Professional Development Network and play an essential part in Maine’s career development system. They create positive learning environments for adult learners, teach the Core Knowledge Training content with fidelity, facilitate the exchange of ideas in the classroom and online, and assist practitioners in accomplishing their training goals.

The following procedures outline the responsibilities of Maine Roads to Quality Approved Trainers.

A. Hiring of Approved Trainers

Before the beginning of a Core Knowledge Training, Maine Roads to Quality selects an Approved Trainer based upon Approved Trainer content knowledge, experience with the curriculum (including completion of a Train-the-Trainer), geographical location, availability, and other relevant factors. Once the dates, times, locations (if applicable) have been determined, MRTQ PDN will initiate the contract process through the University of Southern Maine. The Approved Trainer will receive a contract via email within two weeks of finalization of delivery details. Questions regarding the execution of the subcontract should be directed to MRTQ PDN at 1-888-900-0055.

B. Prior to Training Delivery

i. Access to Training Materials

- For Approved Trainers delivering face-to-face or hybrid training, MRTQ PDN will provide an electronic version of the most current Trainer Manual to the Approved Trainer. Printed copies of Trainer Manuals are not available through MRTQ PDN; Approved Trainers may print copies of Trainer Manuals for use during training delivery for MRTQ PDN.
- For Approved Trainers delivering online training, all training materials are available online through Moodle. Approved Trainers will be given access to the online training two weeks before the start date of the training. During the two weeks prior to class, Approved Trainers should become familiar with the training material and check the online links to make sure they are active and accurate.

ii. Participant Materials

- For face-to-face and hybrid trainings, a sufficient number of handouts for enrolled participants will be provided to the Approved Trainer at least one week before the start date of the training. MRTQ PDN staff will contact the Approved Trainer to arrange for convenient delivery, pick up, or mailing of the materials. The Approved Trainer is responsible for bringing the handouts to the training site and distributing them to the participants. Any leftover handouts are property of MRTQ PDN and should be returned to MRTQ PDN at the conclusion of the training.
- There are no participant materials for online trainings.

iii. Videos/DVDs/Books (Face-to-Face and Hybrid Training Only)

If the Trainer Manual for a curriculum requires a video, DVD, or book, MRTQ PDN will ensure that a copy from the MRTQ PDN Library is available for the Approved Trainer’s use on the schedule date. Approved Trainers should notify the MRTQ PDN as soon as possible if MRTQ PDN Library materials will need to be borrowed. Materials can be mailed (the Approved Trainer is responsible for the cost of postage to return borrowed materials), picked up in the Portland office, or picked up in the Augusta office (by appointment only).
Arrangement for audiovisual equipment will be made between MRTQ PDN and the training site. Specific information will be communicated to the Approved Trainer as soon as possible in advance of the training start date.

iv. Supplemental Materials (Face-to-Face and Hybrid Training Only)

Any supplemental materials referenced in the Trainer Manual, such as chart paper and markers or children’s books, are the responsibility of the Approved Trainer. MRTQ PDN staff are available to assist the Approved Trainer in obtaining any necessary materials. The Approved Trainer should contact MRTQ PDN as soon as possible if assistance is needed.

C. Recording Attendance

Maintaining an accurate record of training attendance and module completion is critically important to MRTQ PDN and especially to the practitioners who attend. **Recording attendance is the sole responsibility of the Approved Trainer.** The attendance for each Core Knowledge Training becomes a permanent part of each participant’s Professional Development Profile, an official part of MRTQ PDN’s Registry, and is reported to our funders on a regular basis.

   i. Attendance for Face-to-Face Trainings

The procedure for recording attendance for face-to-face trainings is as follows:

1) The Approved Trainer should print the attendance sheet from the MRTQ PDN Registry no more than 24 hours prior to the start of the training. **Printing of the attendance sheet is MANDATORY for face-to-face training.** *(Complete instructions for printing the attendance sheet can be found in Appendix C.)*

2) At each session, the Approved Trainer should mark the attendance directly on the attendance sheet. **The attendance sheet is NOT to be passed around to the participants.**

3) The attendance should be recorded electronically into the MRTQ PDN Registry as soon as possible after the completion of the session. **Do not wait until the completion of the training to enter the attendance.** Keeping an accurate, ongoing record of training attendance is important for MRTQ PDN staff monitoring training status and for the payment and evaluation processes. *(Instructions for recording and verifying attendance in the MRTQ PDN Registry are included in Appendix D.)* Note that the links to record attendance are date-enabled, meaning that the date of the training must have passed in order for attendance to be entered. This will prevent entry of attendance information until at least 12:01am after the end date of the module.

4) At the conclusion of the training, the Approved Trainer should enter the attendance for the final session, verify the training, then sign and date the completed attendance sheet and submit it to MRTQ PDN. Attendance sheets may be submitted via mail to the Portland office or scanned via email to MRTQ PDN *(see contact information in Section 1).*

   ii. Attendance for Online Trainings

Work for online trainings consists of a set of assignments within each module. One module is covered per week and should take participants between 3 and 3 ¼ hours to complete, depending on the training. In general, a module consists of four to six assignments that include reading articles, watching online videos, posting in discussion forums, writing individual journal responses, or taking online quizzes. **For discussion board postings that ask participants to reply to one or two peers, the Approved Trainer should use that requirement as a guideline in that participants are mostly posting responses to their peers. A participant should not be penalized for missing a peer response on occasion; the Approved Trainer should contact**
the participant individually to encourage more discussion if he or she is not involved in the group’s conversation in discussion board posts.

The procedure for recording attendance for online trainings is as follows:

1) The Approved Trainer should access the attendance sheet from the MRTQ PDN Registry no more than 24 hours prior to the start of the training. (Complete instructions for accessing the attendance sheet can be found in Appendix C.) Accessing the official attendance sheet from the MRTQ PDN Registry is important because it will list the participants officially enrolled in the training. The attendance sheet from the MRTQ PDN Registry serves as the official list of participants. If a discrepancy exists between the participant list in Moodle and the attendance sheet, the MRTQ PDN Registry attendance sheet will be considered accurate.

For online trainings, the Approved Trainer may track attendance using the attendance sheet or he or she may create his or her own method for tracking completion of activities and modules. Participants may be marked as completing a module if they have completed all activities within the module. (See section 6.D.ii for more information about following up with participants who partially complete a module.)

2) The attendance should be recorded electronically into the MRTQ PDN Registry as soon as possible after the end date of the module. Do not wait until the completion of the training to enter the attendance. Keeping an accurate, ongoing record of training attendance is important for MRTQ PDN staff monitoring training status and for the payment and evaluation processes. (Instructions for recording attendance in the MRTQ PDN Registry are included in Appendix D.) Note that the links to record attendance are date-enabled, meaning that the date of the training must have passed in order for attendance to be entered. This will prevent entry of attendance information until at least 12:01am after the end date of the module.

3) At the conclusion of the training, the Approved Trainer should enter the attendance for the final session and verify the training. (See Appendix D.)

iii. Attendance for Hybrid Trainings

1) The Approved Trainer should access the attendance sheet from the MRTQ PDN Registry no more than 24 hours prior to the start of the training. (Complete instructions for accessing the attendance sheet can be found in Appendix C.) Accessing the official attendance sheet from the MRTQ PDN Registry is important because it will list the participants officially enrolled in the training. The attendance sheet from the MRTQ PDN Registry serves as the official list of participants. If a discrepancy exists between the participant list in Moodle and the attendance sheet, the MRTQ PDN Registry attendance sheet will be considered accurate.

For the face-to-face portion of the training, printing the attendance sheet is MANDATORY. For the online portion of the training, the Approved Trainer may track attendance using the attendance sheet or he or she may create his or her own method for tracking completion of activities and modules. Participants may be marked as completing a module if they have completed all activities within the module. (See section 6.D.iii below for more information about following up with participants who partially complete a module.)

2) At each face-to-face session, the Approved Trainer should mark the attendance directly on the attendance sheet. The attendance sheet is NOT to be passed around to the participants.

3) The attendance should be recorded electronically into the MRTQ PDN Registry as soon as possible after the end date of the module. Do not wait until the completion of the training to enter the
attendance. Keeping an accurate, ongoing record of training attendance is important for MRTQ PDN staff monitoring training status and for the payment and evaluation processes. (Instructions for recording attendance in the MRTQ PDN Registry are included in Appendix D.) Note that the links to record attendance are date-enabled, meaning that the date of the training must have passed in order for attendance to be entered. This will prevent entry of attendance information until at least 12:01am after the end date of the module.

4) At the conclusion of the training, the Approved Trainer should enter the attendance for the final session, then sign and date the completed attendance sheet for the face-to-face sessions and submit it to MRTQ PDN. Attendance sheets may be submitted via mail to the Portland office or scanned via email to MRTQ PDN (see contact information in Section 1).

D. Incomplete Attendance

There are times when a participant does not complete all assignments for an online module or when he or she is absent from a face-to-face session. Approved Trainers should use the following procedures when addressing incomplete attendance with a participant.

i. Absence from a Face-to-Face Session

The Approved Trainer should clearly indicate on the attendance sheet if a participant is absent from a face-to-face session. For a 30-hour Core Knowledge Training, a participant will be allowed to complete a make-up assignment for ONE missing module (three hours). (Note that this means a participant missing a full day session – two modules – will still only be allowed to make up one of the missed modules.) Make-up assignments are not mandatory and can be completed at the participant’s discretion using the following guidelines:

- A participant should notify the Approved Trainer as soon as possible after a missed module if he or she would like to complete a make-up assignment. All make-up assignments must be completed by the end date of the training.
- The Approved Trainer should contact the MRTQ PDN for the make-up assignment for the missed module (see contact information in Section 1).
- The Approved Trainer and MRTQ PDN will work collaboratively to review the make-up assignment(s) from the participant(s).
- In the event of extenuating circumstances, the Approved Trainer should refer the participant to MRTQ PDN (see contact information in Section 1).

ii. Incomplete Work for Online Trainings

In general, there are three categories of incomplete work for online trainings: 1) participants who “drop out” of a training by not logging in to Moodle or completing assignments; 2) participants who fall behind the schedule set at the beginning of the training; and 3) participants who do not complete all assignments within a module (or who submit incomplete or otherwise unsatisfactory work for some or all assignments2). Approved Trainers should use the following guidelines in these situations:

2 “Unsatisfactory” work would indicate that the participant had not made a good faith effort to complete the assignment, i.e. one or two sentence responses to in depth reflective questions.
1. For participants who “drop out” of a training by not logging in to Moodle, the Approved Trainer should make at least two attempts to contact the participant via email during the week of the missed module. If no contact is made with the participant, or if the participant continues to fall behind in the training, the Approved Trainer should notify MRTQ PDN (see contact information in Section 1).

2. For participants who fall behind the schedule set at the beginning of the training, the Approved Trainer should make at least two attempts to contact the participant via email to make a plan for the participant to catch up to the pace of the training. If a participant falls more than two weeks behind schedule, the Approved Trainer should notify MRTQ PDN (see contact information in Section 1).

3. For participants who miss individual assignments in a module or submit incomplete or unsatisfactory work, the Approved Trainer should use the following strategies, as appropriate:
   - Respond to the participant with questions to prompt a more complete answer.
   - Give the participant individual private feedback (not by posting in a discussion forum) reminding him or her of the requirement for the activity, i.e. completing a paragraph of reflection.
   - For participant responses that are inappropriate or not best practice, the Approved Trainer should ask reflective questions to guide the participant and/or the group to a more appropriate response and best practice. **When in doubt about a response or situation, the Approved Trainer should contact MRTQ PDN (see contact information in Section 1).**
   - A continued lack of response or failure to make a good faith effort to complete the assignment should result in the participant being marked as incomplete for that module. Again, all questions can be referred to MRTQ PDN (see contact information in Section 1).

iii. Incomplete Work for Hybrid Trainings

For a hybrid training, the Approved Trainer should consult the previous two sections, depending on what module is missed by a participant. In short:

- A participant may complete a make-up assignment for ONE module for a missed face-to-face session.
- The Approved Trainer should consult the guidelines for incomplete work for online training for participants missing work in the online modules.
- MRTQ PDN staff are available for guidance to assist the participant and Approved Trainer in completing the training in as efficiently as possible.

E. Approved Trainer Responsibilities for Face-to-Face Training Sessions

For trainings delivered face-to-face, including in-class sessions for a hybrid training, the Approved Trainer should refer to the following procedures:

i. Dates, Locations, and Cancellations

The dates and locations are set by MRTQ PDN staff and are not to be changed by the Approved Trainer without notification to the Training Specialist (see contact information in Section 1). In the event of extenuating circumstances, such as illness or family emergency that require changes, the Approved Trainer should contact MRTQ PDN as soon as possible so that MRTQ PDN staff can contact the training participants. During business hours, the Approved Trainer can contact 1-888-900-0055. MRTQ PDN will provide an after-hours contact number at least one week prior to the start date of the training.
On occasion, a face-to-face training session may be cancelled due to bad weather or other extenuating circumstance. These cancellations will be made in consultation with the Approved Trainer based on local weather conditions and will be communicated to participants via the MRTQ PDN website, Facebook page\(^3\), and voice message. Rescheduling of missed sessions will be done jointly by MRTQ PDN staff and the Approved Trainer.

ii. **Enrollment**

All MRTQ PDN Core Knowledge Trainings have a minimum enrollment of six participants, with the exception of the three Child Care Leadership Institute Trainings (I, II, and III), which have a minimum enrollment of ten. Failure to meet the minimum enrollment of the training will result in its cancellation.

Maximum enrollment for a face-to-face training will depend on the capacity of the training site. Enrollment will not exceed twenty-five participants face-to-face or fifteen participants in a hybrid training for a single Approved Trainer\(^4\).

**Preregistration is REQUIRED for all MRTQ PDN Core Knowledge Training.** In the event that a practitioner arrives at the training location and is not on the attendance sheet, the Approved Trainer must advise him or her that he or she is not enrolled and may not attend the training. The practitioner may contact MRTQ PDN with any questions.

The Approved Trainer should never accept payment for a training. Should a participant attempt to pay the registration fee during a face-to-face session, the Approved Trainer should refer him or her to the Trainer Specialist to make arrangements for payment (see contact information in Section 1).

iii. **Talking Points**

The Core Knowledge Training Program provides a strong foundation in best practices and is a link between training and formal education. Core Knowledge Training, as well as the MRTQ PDN Registry, supports professional development as part of a comprehensive career development system. Approved Trainers act as representatives for the Maine Roads to Quality Professional Development Network. As such, their role is to provide training in a manner that is effective to the adult learner while modeling professionalism, courtesy, respect and an acceptance of diversity.

Participants attending training with Maine Roads to Quality Professional Development Network bring their diverse issues, needs and interests to the group. Trainings often bring practitioners from family child care, for-profit or non-profit center-based programs, Head Start, Public Preschool, and before and after school programs together. Some participants may be new to early care and education, while others have been in the field for years. Some may attend only to meet licensing requirements, while others are seeking training related to their individual career path.

At times, participants may not be aware of the services and supports that exist for them as they plan their professional development. Maine Roads to Quality Professional Development Network has a variety of marketing materials available for distribution to training participants to help them understand the services offered by MRTQ PDN. As a reminder, the Approved Trainer should refer all participant questions that are not directly answered by viewing the videos below or by reviewing the provided marketing materials to Maine Roads to Quality staff at 1-888-900-0055.

The following are two videos that the Approved Trainer should show to the participants during the first session, if possible:

- **Talking Points on Training:** [https://youtu.be/Hsw3jbHGx5A](https://youtu.be/Hsw3jbHGx5A)

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\(^3\) [www.facebook.com/maineroads](http://www.facebook.com/maineroads)

\(^4\) Enrollment maximums may be flexible in the case of a team of Approved Trainers.
Talking Points on Technical Assistance: https://youtu.be/EZcVfV-ICuk

Additional Talking Points videos are available on:

Talking Points on the MRTQ PDN Registry: https://youtu.be/U8-OaO4wBmg

iv. Emergencies

If, at any time, the Approved Trainer feels that a training participant or other outside entity is jeopardizing the safety of any person or property, a call should be made to 911 for assistance. Maine Roads to Quality will provide an after-hours contact number for non-emergencies occurring during a training session.

F. Approved Trainer Responsibilities for Online Trainings

Maine Roads to Quality utilizes Moodle as the learning management system for all online training. For online trainings the Approved Trainer should refer to the following procedures:

i. Dates

The dates for online trainings are set by MRTQ PDN staff. All online trainings begin on a Wednesday, with modules ending on Tuesday. It is the responsibility of the Approved Trainer to post a list of module start and end dates during the first day of the training, along with a “Welcome Letter” introducing themselves, the training, and the expectations for the participants. Training dates cannot be extended or changed without MRTQ PDN approval. (See Appendix E for a sample “Welcome Letter.”)

ii. Enrollment

All MRTQ PDN Core Knowledge Trainings have a minimum enrollment of six participants, with the exception of the three Child Care Leadership Institute Trainings (I, II, and III), which have a minimum enrollment of ten. Failure to meet the minimum enrollment of the training will result in its cancellation.

Maximum enrollment for an online training is fifteen participants.

iii. The Online Learning Environment

For an online training, the Approved Trainer should expect to be responsive to the needs of the learners within his or her group. In general, to be supportive of all learners, the Approved Trainer should:

- Post a “Welcome Letter” during the first day of the training (see Appendix E for a sample).
- Keep the participants on schedule by posting reminders about the module being completed during each week; weekly discussion posts into the News Forum regarding the week’s assignments are a helpful way to remind participants. Participants who move ahead of the group should be reminded individually via email that they should stay on schedule. Work may be read ahead of time, but discussion board postings should be made during the week in which they are scheduled.
- Facilitate and moderate the discussion forums to ensure that all postings adhere to the Ground Rules posted at the beginning of each online training (see Appendix F). Approved Trainers are not expected to respond to every posting online, but to encourage conversation, ask reflective and guiding questions, and monitor participant posts for appropriateness (when necessary).
- Respond to all journal posts within the week in which the module is due.
- Respond to participant questions regarding training content within two days.

- Refer all non-content related questions to MRTQ PDN, including technology-related issues or questions about other MRTQ PDN services.
Section 7: Trainer Quality Assurance System

A. Introduction and Goals

The purpose of the Maine Roads to Quality Professional Development Network Trainer Quality Assurance System (TQAS) is to ensure consistency and excellence in the delivery of Maine Roads to Quality Core Knowledge Training. In addition, the MRTQ PDN TQAS is a system of comprehensive assessment and support for Approved Trainers and is designed to:

- Document the reliability of the delivery of the Maine Roads to Quality Core Knowledge Training Program.
- Influence a consistent, high-quality training experience for participants.
- Support an ongoing professional development experience for Approved Trainers.

In order to accomplish these goals, the system requires:

- TQAS Observers to conduct observations of Approved Trainers using the TQAS Observation Form (see Appendix G).
- TQAS Observers to complete the TQAS Approved Trainer Reporting Form (see Appendix H), which highlights the strengths of the Approved Trainer and give suggestions for possible technical assistance, if indicated.
- The TQAS Observation Form and TQAS Approved Trainer Reporting Form are to be submitted by TQAS Observers directly to MRTQ PDN staff.
- All submitted TQAS Observations Forms and TQAS Approved Trainer Reporting Forms are to be reviewed and approved by MRTQ PDN staff. **At no point, prior to approval by MRTQ PDN staff, will the results of the observation be shared with the Approved Trainer.**
- Any suggested technical assistance for an Approved Trainer will be developed with and approved by MRTQ PDN staff.

In the case that an MRTQ PDN staff member is also the TQAS Observer, at least one additional MRTQ PDN staff member will review the TQAS Observation Form and TQAS Approved Trainer Reporting Form, as well as any suggested technical assistance, before final approval.

In cases of a new TQAS Observer being trained or current TQAS Observers checking their reliability to the TQAS Observation Form, multiple TQAS Observers may complete an observation at the same time.

B. Observations

i. Announced Observations

A new Approved Trainer will have an initial announced observation during his or her first face-to-face or hybrid training delivery. The TQAS Observer will schedule the announced observation with the Approved Trainer, in consultation with MRTQ PDN staff. The TQAS Observer will request the following information from the Approved Trainer:

- Confirm the date, time, and location of the face-to-face session.
- Any site-specific information, such as where to park or if it is necessary to sign in at the front desk.
- Exchange of contact information (phone and email) in case of emergency.
If it is known ahead of time if modifications will be made to the curriculum delivery (i.e. if there is no audiovisual equipment to play a video clip and the Approved Trainer will be delivering an alternative activity to meet the objectives).

The TQAS Observer will remind the Approved Trainer that he or she will be using the TQAS Observation Form (located in Appendix G). The TQAS Observer will then confirm the announced observation and details with MRTQ PDN staff.

ii. Unannounced Observations

All Approved Trainers should expect unannounced observations for subsequent Core Knowledge Training deliveries. Unannounced observations will be conducted on a regular basis for all Approved Trainers, with additional unannounced visits occurring as necessary related to the need for technical assistance. The TQAS Observer will schedule the unannounced visit directly with MRTQ PDN staff.

iii. Observation Protocol

When conducting an observation, the TQAS Observer will adhere to the following protocol for both announced and unannounced observations:

1) Wears an identification badge provided by MRTQ PDN.

2) Arrives at the training site at least twenty minutes before the start time of the training.

3) Checks in at the main desk (if applicable) to inform the facility that he or she is a TQAS Observer arriving to conduct an observation (announced or unannounced) of the Approved Trainer.

4) Briefly introduces himself or herself to the Approved Trainer and clearly states that no feedback will be offered during or directly after the observation and reminds the Approved Trainer that MRTQ PDN will review and approve the TQAS Approved Trainer Reporting Form prior to a debriefing session.

5) Positions himself or herself in a way as to be as unobtrusive as possible.

6) Refrains from interacting with the Approved Trainer, participants, or any other TQAS Observers present during the observation. If it becomes necessary for the TQAS Observer to speak to the Approved Trainer, the TQAS Observer will do so only at the beginning or end of the training, out of earshot of the participants. The TQAS Observer will not interfere with the Approved Trainer’s preparation for or delivery of the training content in any way. It is the role of the Approved Trainer to inform the participants that an observation is occurring and that the TQAS Observer will not be interacting with the group or participating in the training in any way.

7) If a participant seeks interaction with the TQAS Observer, the TQAS Observer will politely state his or her role and suggest conversation after the training or at another time.

C. The Debriefing Process

Upon completion of the observation, the TQAS Observer will complete the TQAS Approved Trainer Reporting Form and submit it, along with the TQAS Observation Form, to MRTQ PDN. Upon approval by MRTQ PDN staff, a debriefing process will occur using the following protocol:
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1) The TQAS Observer will arrange a meeting, via phone or in person, with the Approved Trainer to share the approved TQAS Approved Trainer Reporting Form and any suggested technical assistance. The meeting will take place within one week from the approval of the TQAS Approved Trainer Reporting Form by MRTQ PDN staff.

2) The debriefing process may occur in consultation with an MRTQ PDN staff member. Either the Approved Trainer or the TQAS Observer may request MRTQ PDN staff be present for the debriefing.

3) In the case of a debriefing via phone, the TQAS Observer will email the completed and approved TQAS Approved Trainer Reporting Form to the Approved Trainer in advance to allow sufficient time for review.

4) After the debriefing process, the Approved Trainer should sign the TQAS Approved Trainer Reporting Form and return it via mail or scanned via email to the Education Coordinator at MRTQ PDN (see contact information in Section 1).

5) At no time will the TQAS Observer share the TQAS Observation Form or specific scores with the Approved Trainer, nor will the TQAS Observer share any information prior to approval by MRTQ PDN.

D. Technical Assistance

In the case that an Approved Trainer could benefit from technical assistance, the TQAS Observer and MRTQ PDN will include this information in the TQAS Approved Trainer Reporting Form and will discuss the specifics during the debriefing process. Depending on the results of the TQAS Observation Form, technical assistance may be recommended or required. Recommended technical assistance (Level 1) is available to all Approved Trainers. Required technical assistance (Levels 2 and 3) will be outlined in a Technical Assistance Plan developed collaboratively by MRTQ PDN staff, the TQAS Observer, and the Approved Trainer and will have a specific timeline. Failure to complete the Technical Assistance Plan within the specified timeline may result in loss of Approved Trainer status.

MRTQ PDN is not funded to provide training or technical assistance to Approved Trainers, therefore Approved Trainers are encouraged to access a variety of opportunities specific to their professional development needs. Approved Trainers are responsible for the costs of technical assistance recommendations or requirements.

i. Level 1 Technical Assistance
   • Available to all Approved Trainers.
   • Consists of suggestions generated by the TQAS Observer and included in the TQAS Approved Trainer Reporting Form.
   • May be linked to scores on the TQAS Observation Form that fall lower than a rating of 2 (meeting expectations).
   • All suggestions will be discussed in detail during the debriefing process (see Section C above).
ii. Level 2 Technical Assistance

- An Approved Trainer who scores below a 2 (meeting expectations) on several items within the TQAS Observation Form will have identified areas needing improvement outlined in the TQAS Approved Trainer Reporting Form.
- Areas needing improvement will be discussed in detail during the debriefing process (see Section C above) and a timeline for improvement will be outlined.
- A TQAS Observer will conduct additional follow-up unannounced observations to monitor improvement efforts.
- A second TQAS Approved Trainer Reporting Form will be submitted to MRTQ PDN, resulting in a second debriefing with the TQAS Observer, Approved Trainer, and possibly MRTQ PDN staff.
- **If improvement is not noted during the second debriefing**, the MRTQ PDN staff representative will decide if the Approved Trainer requires moving to Level 3 technical assistance for additional support and monitoring. **The decision to require additional technical assistance will be made solely by MRTQ PDN.**

iii. Level 3 Technical Assistance

- It is solely the decision of MRTQ PDN staff to determine if the Approved Trainer is eligible to continue as an Approved Trainer with Level 3 technical assistance.
- Level 3 technical assistance may be required for any Approved Trainer not showing improvement after receiving Level 2 technical assistance OR for an Approved Trainer receiving multiple scores of 1 (barely meeting expectations) or 0 (fails to meet expectations) on the TQAS Observation Form at any time.
- Technical assistance plans at Level 3 may include, but are not limited to:
  - Additional unannounced observations
  - Professional training
  - Observation of highly skilled Approved Trainers in areas related to those needing improvement
  - Mentoring or coaching with a highly skilled Approved Trainer or MRTQ PDN staff
  - College coursework
- It is the responsibility of the Approved Trainer to provide documentation that all aspects of the technical assistance plan are met within the determined timeline.
- Failure to show improvement with Level 3 technical assistance may result in the revocation of Approved Trainer status.

E. Training Quality Assurance System for Online Training

Maine Roads to Quality Core Knowledge Trainings delivered online are monitored by MRTQ PDN staff regularly to ensure fidelity to the curriculum, review the quality of group and individual interactions, and note the adherence to MRTQ PDN policies and procedures.

Technical assistance as outlined above may also be made available to Approved Trainers teaching online trainings.
Section 8: Training Evaluation

A. Participant Training Evaluation

Maine Roads to Quality has developed a comprehensive system for evaluating Core Knowledge Training and training delivery. Training evaluations are distributed at the conclusion of each training. For online and hybrid trainings, the evaluations are completed within Moodle and are NOT visible to the Approved Trainer. Face-to-face evaluations use paper forms (see Appendix I for specific instructions for distributing and collecting paper evaluation forms).

Approved Trainers play a critical role in the ability of MRTQ PDN to effectively evaluate the Core Knowledge Training Program. Reminding and encouraging participants to complete their evaluations are two ways that Approved Trainers can assist MRTQ PDN in this important piece of training delivery.

An Evaluation Summary Report is compiled for each Core Knowledge Training delivery and will be shared with the Approved Trainer. An MRTQ PDN staff member is available to debrief the results of the Evaluation Summary Report with the Approved Trainer.

B. Approved Trainer Feedback

MRTQ PDN is also interested in receiving feedback from all Approved Trainers. Approved Trainers are required to complete an online evaluation at the conclusion of each training delivery. MRTQ PDN values the Approved Trainers’ feedback on the training content as well as on the procedures and logistics related to training delivery. **Completion of the online evaluation by the Approved Trainer is mandatory.**

In addition, MRTQ PDN evaluation staff will be conducting focus groups or interviews with Approved Trainers to gather additional input into the MRTQ PDN Core Knowledge Training Program and training delivery.
Appendix A: Memorandum of Agreement for Approved Trainers

MEMORANDUM OF AGREEMENT

Ethical Obligations, Responsibilities and Professional Expectations

Maine Roads to Quality Professional Development Network and Approved Trainers

Maine Department of Health and Human Services:

The Maine Department of Health and Human Services, through the Office of Child and Family Services, is committed to ensuring that child care and early education providers have access to high quality training that is consistent statewide, delivered by qualified Trainers, and eligible for college credit. It supports the delivery of the Maine Roads Core Knowledge Training Program in furthering these goals.

Maine Roads to Quality Professional Development Network:

Maine Roads to Quality is committed to developing, coordinating, and evaluating the Maine Roads Core Knowledge Training Program. To ensure that the program meets the above goals, it is further committed to developing qualified Trainers to create a high quality learning experience using the curricula.

Approved Trainer:

Maine Roads Approved Trainers are committed to delivering high quality training consistent with the goals of the Maine Department of Health and Human Services. As an Approved Trainer, I accept the following conditions:

1. I understand that the Maine Roads Core Knowledge Training Curricula are copyrighted by the Maine Department of Health and Human Services and, as a result, any unauthorized use, photocopying, or marketing is not permitted.

2. I understand that I do not have permission to sell, market, or deliver the curricula in the Maine Roads to Quality Core Knowledge Training Program as an independent trainer.

3. I understand that the Maine Department of Health and Human Services has delegated oversight of the Maine Roads to Quality Core Knowledge Training Program and its copyrighted curricula to Maine Roads to Quality Professional Development Network at the University of Southern Maine, Muskie School of Public Service.

4. I have no outstanding critical rule violations with the Department of Health and Human Services pertaining to the licensing of child care facilities or family child care homes.

5. I will complete the Maine Roads to Quality training “Teaching Adult Learners” (18 hours) as a condition of the Trainer Approval Process. I understand I have six months after submission of my application to complete the training.

6. I agree to update, maintain and keep current my personal information and training history within the Maine Roads to Quality Registry.

7. I agree to participate in all aspects of the MRTQ Training Quality Assurance System, including my willingness to participate in technical assistance activities should they be indicated.
8. Once I am an Approved Trainer, I will set up a user name and password with MRTQ which will be unique to me and not shared with others.

9. I will maintain confidentiality at all times concerning the MRTQ Registry data and I understand that failure to maintain confidentiality will result in having my trainer access to the Registry revoked.

10. I understand that there is no guarantee that I will be subcontracted to deliver training at any point in time.

11. I agree to remain current in my profession by actively pursuing opportunities to continue my own professional development. This includes being knowledgeable of best practices for adult learning situations.

12. I understand that I am initially approved for a three year period. I understand that beyond those three years I will need to renew my Approved Trainer status by meeting the conditions of the renewal process.

13. I understand that as an Approved Trainer I act as a representative of the Maine Roads to Quality Professional Development Network and agree to dress and conduct myself in a professional manner at all times.

14. I agree to help participants understand the role and the supports provided by MRTQ PDN based upon the information provided to me. I further agree to help participants connect with appropriate staff at MRTQ PDN for any clarification and supports as needed.

15. I agree to complete the Trainer Evaluation at the end of each training.

16. My signature indicates that I have received, read and agree to all processes, procedures and guidelines presented in the Maine Roads to Quality Trainer Manual.

Signatures:

______________________________________________            ________________________
Applicant Signature                 Date

______________________________________________
Name (please print)

Maine Roads to Quality:

______________________________________________       _______________________
Pamela Prevost, Registry and Evaluation Manager                      Date
Appendix B: Authorization for Release of Personal History Information

AUTHORIZATION RELEASE OF CONFIDENTIAL SUBSTANTIATED MAINE CHILD ABUSE AND NEGLECT RECORDS INFORMATION

Agency/Provider to receive this information:  
The University of Southern Maine  
Maine PO Box 9300  
Portland, ME 04103

I, ________________, authorize the Maine Department of Health and Human Services to release confidential information to the above agency regarding whether I have been involved in a substantiated Maine Child Protective Services case and the nature of that involvement.

I understand that:

- This release may be revoked by me in writing at any time, except for information that has already been released. For details contact Child Protective Intake at 1-800-452-1999 x2.
- Disclosure will include the determination by the Department of any specific abuse/neglect to a child by me and any actions taken by me or the Department.
- I may make a statement for the Department’s record regarding the findings about me and any actions taken by me at that time or later to deal with the problems identified. Such statement becomes case record information for this or any other requests or authorizations for disclosure. For details, contact Child Protective Intake 1-800-452-1999 x2.
- This information will be used as part of the above agency’s assessment of my suitability to provide services for children and families they serve.
- This information is subject to continuing confidentiality as provided by Maine statute, 22 M.R.S. §4008.
- This release will expire upon the disclosure of the information as authorized.
- The fee for this process is $15.00 per person as authorized by 22 M.R.S. § 4008(6) and 10 148 DHHS Chapter 202 (2004), payable to Treasurer State of Maine.

PLEASE DO NOT LEAVE ANY SPACES BLANK

DATE OF BIRTH:  ALIASES (including maiden):

SIGNATURE:  DATE:

MAINE ADDRESS:

RESULT BELOW (To be completed by DHHS):  
As of ________________, this person was NOT INVOLVED in a substantiated Maine Child Protective Services case.

DHHS, OCFS, Child Protective Intake Staff

IF RESULT AREA IS BLANK, SEE REVERSE SIDE/ATTACHMENT

Child Protective Intake 1-800-452-1999x2,  TTY Users: Dial 711(Maine Relay)  Updated 2012
Appendix C: Accessing the Attendance Sheet

Maintaining an accurate record of training attendance and module completion is critically important to MRTQ PDN and especially to the practitioners who attend. **Recording attendance is the sole responsibility of the Approved Trainer.** The attendance for each Core Knowledge Training becomes a permanent part of each participant’s Professional Development Profile, an official part of MRTQ PDN’s Registry, and is reported to our funders on a regular basis.

The Approved Trainer should print the attendance sheet from the MRTQ PDN Registry no more than 24 hours prior to the start of the training. Printing of the attendance sheet is **MANDATORY** for face-to-face training and hybrid trainings and optional for online trainings.

To access the attendance sheet:

- Log in to the Registry: [https://mrtq.musk.usm.maine.edu](https://mrtq.musk.usm.maine.edu)
- Click on “My Trainer Information” from the top menu and select “My Training Deliveries.”
A list of training deliveries will appear, with links to print the attendance sheet. Clicking the “Attendance” link will open the attendance sheet in Adobe Reader.
Appendix D: Recording and Verifying Attendance in the MRTQ PDN Registry

The attendance should be recorded electronically into the MRTQ PDN Registry as soon as possible after the end date of the module. **Do not wait until the completion of the training to enter the attendance.** Keeping an accurate, ongoing record of training attendance is important for MRTQ PDN staff monitoring training status and for the payment and evaluation processes. Note that the links to record attendance are date-enabled, meaning that the date of the training must have passed in order for attendance to be entered. This will prevent entry of attendance information until at least 12:01am after the end date of the module.

To record attendance:

To access the attendance sheet:

- Log in to the Registry: https://mrtq.musk.usm.maine.edu
- Click on “My Trainer Information” from the top menu and select “My Training Deliveries.”

![Screenshot of the MRTQ PDN Registry interface](image-url)
- A list of training deliveries will appear, with links to print the attendance sheet. Clicking the link with the name of the training will open the information for that delivery.

- Click on “Modules.” This will bring up a list of the modules for the training.
- Click on “Attendance” for the module for which attendance information is to be entered. This will bring up a list of the participants within the module.

- Clicking on “Mark All as Completed” will change each participant’s “Completed” column to a “Yes.” This will need to be edited for any participants who did not complete the module. This can be done by clicking
the “Edit” link next to any participant who did not complete the module, and whose “Completed” column should be changed back to “No.”

- Changing the dropdown under “Completed” to “No” and then clicking “Update” will change the participant’s attendance to reflect that he or she did not complete the module.

To verify training:

- After clicking on the training delivery and confirming that all attendance information is correct, clicking on “Change Status to Verified” will verify the training as completed and automatically send an email to the Education Coordinator at MRTQ PDN, who is responsible for sending out the training certificates.
Appendix E: Sample Welcome Letter for Online or Hybrid Training

(Insert date)

Hello and Welcome to (insert name of training).  
I will be your instructor for this training.  (Introductory information here.)

I believe that communication is key to our journey together in this training and would encourage you to reach out at any time you have a question or need support.  Email is generally the best way to reach me, but I can certainly talk on the phone.  My contact information is at the bottom of this letter.

An important component of a high-quality online learning environment is student participation leading to a community of learners.

General Training/Moodle Information:

I encourage you to explore and become familiar with the Moodle site, which will enable you navigate the requirements of the training more easily. The training is made up of four main components.

News Forum: this is where I communicate to participants throughout the training.

Resources: the resources are essential for understanding the learning objectives and training content. It is essential that you read all required resources.

Discussion Forums: this is where all participants will see each other’s entries and can respond to each other. We have found that responding to your peers is one way that we build a sense of community and professional connections. As the trainer I will be reviewing all of your responses, although I may not reply to all of them. In general, I will post a “round-up” to all of your responses during the activity.

Journals/Assignments: this is private and seen only by the trainer. This is a place to share your insight and understanding of what you have learned within the module. I will respond weekly to each journal entry that is posted on time-please be sure to return to your journal entry to view my response(s).

Training Schedule:

Each training week begins on Wednesday morning and ends on the following Tuesday evening. This is a (insert number of hours)–hour training set up in (insert number of modules) modules that runs for (insert number of weeks) weeks. Successful training completion depends on keeping pace with the schedule outlined below. Please review the handout “Participant Expectations for Online Learning” for more information about staying on track.

(Insert dates in the table)
Module 8
Module 9
Module 10

At the end of training you will find the Final Training Evaluation. Please take the time to complete this evaluation. Your feedback is very important to MRTQ PDN.

**Suggested Note (use as applicable)**

This training requires you to complete activities and observations of children.

This training is being offered as a stand-alone training, but is one that is part of a series that collectively supports our MRTQ PDN *(insert credential)* Credentials.

Sincerely,

(Insert name)

(Insert contact information here – your name, email, and phone if available)
Appendix F: Grounds Rules for Online Trainings

Before any training is taught, there should be an understanding with all participants that all comments, ideas and thoughts are welcomed.

All of you are encouraged to participate and are encouraged to do so with enthusiasm and respect for others’ ideas and opinions, so that we may share and learn from each other.

Please be open and honest, build upon other’s ideas, thoughts and feelings by making statements, asking appropriate questions, and taking time to consider your spelling, grammar and punctuation.

Confidentiality should be maintained at all times, just as it would be in a classroom. Do not use names or other identifying information when talking about children, parents, or professional colleagues. When responding to prompts or discussion board posts, or recording child observations, use first initials only. Example: “G, a 3-year-old boy, is using the water table with B, a 2-year-old girl.”

Finally, as a friendly reminder, use this forum, as well as the access to your peers email addresses, for communication around this training only. Please remember not to use this as a forum for advertisement of solicitation of any kind.

Thank you.
Appendix G: Training Quality Assurance Observation Form

Instructions

Announced Visits: The TQAS Observer will ask the Approved Trainer, in advance of the training, if they would like any specific feedback related to the observation. The TQAS Observer will also ask if the session will deviate from the curriculum and if so, how the Approved Trainer will continue to meet the learning objectives.

Unannounced Visits: The TQAS Observer will ask the Approved Trainer, either prior to participants’ arrival or after all participants have departed, if they would like any specific feedback related to the observation. The TQAS Observer will also ask if the session will (or has) deviated from the curriculum, and if so, how the Approved Trainer will (or has) continued to meet the learning objectives.

Completing the Form: The TQAS Observer assigns a rating for each criterion in the Score section of the form. Specific descriptive evidence that demonstrates the ratings will be entered in the Comments section. Additional information which may inform the development of the TQAS Approved Trainer Reporting Form should be included.

Curriculum/Training Title:

__________________________________________________________________

Date:

__________________________________________________________________

Approved Trainer Name:

__________________________________________________________________

TQAS Observer Name:

__________________________________________________________________

Rating:

4 pts = demonstrates exemplary practices indicating mentoring/coaching possibilities

3 pts = exceeds expectations

2 pts = meets expectations

1 pt = barely meets expectations

0 pts = fails to meet expectations
<table>
<thead>
<tr>
<th>Scoring Grid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
</tr>
<tr>
<td><strong>1. Trainer Preparation</strong></td>
</tr>
<tr>
<td>a. The trainer is sufficiently available in advance of the scheduled training.</td>
</tr>
<tr>
<td>Observer Guidance/Criteria for scoring: Trainer allows sufficient time to ensure readiness as defined by the next criterion and to maintain a relaxed and welcoming presence as participants arrive.</td>
</tr>
<tr>
<td>b. The trainer ensures classroom readiness, setup of materials and all other equipment for the training.</td>
</tr>
<tr>
<td>Observer Guidance/Criteria for scoring: Room is set up and welcoming for arrival of participants. Trainer responds appropriately to technical or equipment challenges should they occur. Trainer makes any necessary accommodations for participants with special needs and/or special considerations.</td>
</tr>
<tr>
<td>c. The trainer starts on time.</td>
</tr>
<tr>
<td>Observer Guidance/Criteria for scoring: The trainer may also make accommodations for late arrival with consensus from the group.</td>
</tr>
<tr>
<td><strong>2. Professional Bearing</strong></td>
</tr>
<tr>
<td>a. The trainer is appropriately dressed for the training.</td>
</tr>
<tr>
<td>b. The trainer maintains an appropriate presence (avoids distracting mannerisms).</td>
</tr>
<tr>
<td>Observer Guidance/Criteria for scoring: Avoids fidgeting habits such as pen clicking, rattling change in pockets, pacing, hair adjustments etc.</td>
</tr>
<tr>
<td>c. The trainer maintains a professional relationship with the class, avoiding gender or ethnicity based comments and making accommodations for varying abilities and learning styles.</td>
</tr>
</tbody>
</table>
Observer Guidance/Criteria for scoring:
The trainer should avoid over-familiarity and colloquialisms such as “you guys,” ensure language and activities are inclusive, for example not requiring participants to stand for activities if someone in the group is physically challenged.

d. Trainer uses clear language to explain terms. Uses appropriate grammar and pronunciation.

e. The trainer freely admits and takes responsibility for correction of mistakes or limitations of own content knowledge.

Observer Guidance/Criteria for scoring:
A trainer could exceed this criterion by seeking out resources and providing follow up for participants. If no mistakes are made rate as “2” and indicate no mistakes were made in the comments section.

f. The trainer is respectful.

g. The trainer establishes a safe environment in which all questions are welcomed and responded to.

Observer Guidance/Criteria for scoring:
The trainer ensures that no single voice (small group of participants’ voices) is predominating in the discussion. The trainer encourages different opinions and new ideas.

h. The trainer positions self and makes accommodations to the training (in cooperation with MRTQ PDN) so all participants may understand and be involved.

Observer Guidance/Criteria for scoring:
The trainer connects with resources through MRTQ PDN to ensure all participants may be involved meaningfully in the activities.
### 3. Curriculum

**a.** When deviating from the curriculum text does the trainer continue to address the objectives of the session/module?

Observer Guidance/Criteria for scoring:

The trainer assures that the learning objectives are clearly stated. When the trainer introduces a modified activity, s/he clearly states the learning objective it covers. Some examples include, staying in one large group because of smaller numbers than breaking into small groups, or using hands-on activities in lieu of a PowerPoint, etc.

**b.** The trainer utilizes the appropriate and a variety of instructional strategies.

Observer Guidance/Criteria for scoring:

Varies between large and small group, minimizes power point or other audiovisual, etc. The trainer offers time for reflection of participants throughout training.

**c.** The trainer regularly checks for understanding and assesses the class' level of comprehension of material.

Observer Guidance/Criteria for scoring:

Uses portfolio or other activities to encourage participant reflection and to elicit meaningful feedback from participants.

### 4. Presentation Style

**a.** The trainer encourages participation.

Observer Guidance/Criteria for scoring:

The trainer identifies participants that are less participatory and supports increased participation through various strategies (mindfully pairing or grouping in small group activities, seeking comments from all participants etc.).

**b.** The trainer is able to adapt the training delivery in response to class' level of comprehension of the material.

Observer Guidance/Criteria for scoring:
c. The trainer manages time effectively. The trainer addresses any unmet learning objectives and explains how they will be met at a future session.

Observer Guidance/Criteria for scoring:
Use of parking lot, responding to need for follow up if activities cut short.

d. The trainer demonstrates a positive attitude, pleasant demeanor, uses eye contact, and speaks with enthusiasm.

5. Knowledge of Material

a. The trainer demonstrates their experience and mastery of the material.

Observer Guidance/Criteria for scoring:
Familiarity with materials, extension of ideas/discussion, ability to answer questions, suggestion of additional resources.

b. The trainer demonstrates an ability to expand on the curriculum where appropriate.

Observer Guidance/Criteria for scoring:
By extending conversation etc.

c. Additional resources are offered to the class.

Observer Guidance/Criteria for scoring:
Additional resources are appropriate to, and enhance the content of the curriculum.

6. Manages Learning Environment

a. The trainer assures tracking of attendance.

Observer Guidance/Criteria for scoring:
TQAS Observer visually checks trainer’s system of tracking attendance.
b. Explains ground rules for behaviors and participation.

Observer Guidance/Criteria for scoring:
Initially, and then references as needed with chart paper, or other forms of reminders. May rate as “2” if this is not a first session and there is no indication that reference to ground rules is necessary. Comments should reflect that this is not a first session and behaviors did not indicate need to reference ground rules.

c. The trainer reviews expectations and assignments, setting a manageable pace that allows for completion of curriculum content.

Observer Guidance/Criteria for scoring:
Review/check in of homework at each session.

d. The trainer is available for questions or discussions before and after training and during breaks.
Appendix H. Training Quality Assurance System Approved Trainer Review Form

Curriculum/Training Title:
Date:
Trainer Name:
Quality Assurance Specialist Name:

Part I: Observation Feedback:
Describe any specific feedback requested by the Approved Trainer:

Overall summary of the observation (include highlights, areas requested for feedback and general impression of the training delivery):

Areas of strength for the trainer:
Strengths are based upon criteria rated on a 4 point scale within the TQAS Observation Form which receive scores ranging from 2 to 4 (adequately meeting expectations, exceeding expectations and greatly exceeding expectations).

Areas of potential improvement for the trainer:
Suggestions offered are not necessarily linked to lower ratings.

Part II: Technical Assistance Activities
Level I Recommended Technical Assistance:

Contained within the body of the report in the form of suggestions around areas of potential improvement.
Level 2 Required Technical Assistance (followed up by an unannounced visit):

Level 2 Technical Assistance results when several scores on the TQAS Observation Form fall lower than 2 (meeting expectations) and/or scores indicate an area in need of targeted improvement. Decisions around the provision of Level Three Technical Assistance are at the sole discretion of MRTQ PDN.

Require technical assistance?  ____ yes  ____ not at this time

If yes, please describe including areas to improve, activities, expectations and timeframes.

C. Level Three Required Technical Assistance (may be followed up by several unannounced visits):

Level Three Technical Assistance results when significant scores on the TQAS Trainer Observation Form are rated as a 1 (barely meets expectations), 0 (fails to meet expectations) and/or scores indicate significant areas in need of targeted improvement. Decisions around the provision of Level Three Technical Assistance are at the sole discretion of MRTQ PDN.
Require technical assistance? ___ yes                ____ not at this time
If yes, please describe areas to improve, activities, expectations and timeframes.

Part III: Required Signatures

__________________________________    _______________________
Signature of Approved Trainer                                                             Date Report Received
Instruction: Trainer signs and dates on the day the report was received. Trainer emails or mails the signed and dated report to the TQAS Observer.

__________________________________    _______________________
Signature of TQAS Observer                                         Date of Debriefing
Instruction: TQAS Observer signs and dates on the day of debriefing. TQAS Observer emails or mails the signed and dated report to MRTQ PDN representative along with the Debriefing Form.

__________________________________                                     _______________________
Signature of MRTQ PDN Representative                          Date of Receipt of Report
Instruction: MRTQ Representative signs and dates receipt of the report.
Appendix I: Instructions for Distribution and Collection of Paper Evaluation Forms

Maine Roads to Quality Professional Development Network is conducting comprehensive evaluations of all of the Core Knowledge Trainings. As an Approved Trainer, you have an important role in the distribution and collection of these evaluations for face-to-face trainings. Please be sure to follow these instructions carefully. If you have any questions, please contact Maine Roads to Quality at 1-888-900-0055.

- Before the final session of training, you will receive envelopes labeled with the participants’ names. **Do not open or look inside the envelopes.**
- You will also receive an empty envelope labeled- **Completed Evaluations.**
- At the end of the training, you will pass out the envelopes to the participants and instruct them to remove the evaluation.
- Ask for a volunteer to collect the evaluations, and give the volunteer the empty envelope labeled- **Completed Evaluations.**
- **Leave the room (if possible) and allow the participants time to complete the evaluations and for the volunteer to collect them.**
- Before taking the envelope with the completed evaluations back from the volunteer, ask him or her to seal the envelope.
- At the end of the training you will have 10 sealed envelopes – one for each module. **These should be returned to Maine Roads to Quality, with the training attendance sheet – as soon as possible.**