

TRAINING FOR MARYLAND'S REGULATED CHILD CARE  
COMMUNITY  
PRE-SERVICE TRAINING INFORMATION PACKET



Maryland State Department of Education

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# PRE-SERVICE TRAINING INFORMATION PACKET

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## INTRODUCTION

There is a wealth of information that verifies the correlation of quality of training to the quality of child care that is provided by child care professionals. Experts in the fields of early childhood, education and child development agree that training has the most influence on the quality of child care. In line with what the experts believe, Maryland's child care regulations include training requirements for both family and center child care providers.

Training is designed to provide child care professionals with the tools necessary to ensure quality care in our state's early care and education system. Training is used to deliver a very specific body of knowledge or to teach a specific skill. We need trainers who understand children, the business of child care, and use resources that reflect current early childhood research. These practices will ensure that Maryland has a well-qualified child care workforce.

To ensure that the child care community is kept abreast of current information and in response to the current regulations, the Office of Child Care – Credentialing Branch has developed a procedure to approve continued, core of knowledge and pre-service training that will be available to family child care providers and child care center staff. This approval process outlines the eligibility requirements for individual trainers as well as organizations. It sets the minimum criteria for training content the child care community must comply with as stated in the regulations.

The approval process outlined in this packet became effective November 05, 2007. Family child care providers and child care center staff must meet the requirements for training as outlined in the Family Child Care Regulations (COMAR 13A.15.06) and Child Care Center Regulations (COMAR 13A.16.06).

Pre-Service training often gives the first impression about service expectations. The goal of pre-service training is to provide a strong foundation of knowledge and skills, it should be carefully designed. A well designed pre-service training experience can lay the groundwork for further in-service training and produce staff members who are more effective and happy because they have the knowledge and skills needed to excel in their work environment.

A well designed pre-service curriculum should cover the following topics:

- Child Growth and Development
- Learning Activities and Materials
- Health and Safety
- Professional Development
- Developing Family Partnerships
- Child Abuse and Neglect Reporting

High quality early childhood education requires a highly skilled and specialized workforce that is supported by initial and on-going professional development. We need a well-trained child care workforce in Maryland to meet the demand for high-quality child care and to ensure that children start school ready to learn.

We at the MSDE/OCC Credentialing Branch thank you, in advance for your interest in providing quality training to Maryland's child care community.

## DEFINITIONS AND APPLICATION INFORMATION

### Individual means:

1. A person who provides training to the child care community independent of an organization.
2. Completes the portion of the Training Approval Application that pertains to individuals.
3. Mails the application and all required documentation to the MSDE/OCC – Credentialing Branch.

### Organization means:

1. An affiliation of people that provides training to the child care community.
2. Submits evidence of being a bona-fide organization.
3. Completes the portion of the Training Approval Application that pertains to organizations.
4. Mails the application and all required documentation to the MSDE/OCC Credentialing Branch.

### Continued Training means:

1. Training given to meet the requirements of licensing regulations for child care homes and centers, but does not meet core of knowledge/credentialing requirements.
2. Participants have attended a training session to complete a number of clock hours.
3. Training as identified as Child Health Issues, Child Development, Age-Appropriate Activities, or Business Practices.
4. A certificate is awarded to each participant that states that the participant has “participated in” or “attended” training.

### Core of Knowledge Training means:

1. Training that meets the requirements of the Maryland Child Care Credentialing program.
2. Training identified as Child Development, Curriculum, Special Needs, Professionalism, Community or Health, Safety, and Nutrition.
3. The participant has successfully completed the training, including an appropriate assessment.
4. A certificate is awarded to each participant stating that the participant has “successfully completed” the training.

### Pre-Service Training means:

1. Training that meets the 45 or 90 clock hour requirements of COMAR13A.16.06 if taken for:
  - a. College credits; or
  - b. Non-credit from a college or a trainer approved by the Office.

### REMINDER

**ALL** trainers must meet the minimum criteria for eligibility requirements identified in COMAR13A.14.08 Child Care Training Approval and outlined in this packet. Core of Knowledge and Pre-Service trainers are required to have a college degree from an accredited college or university.

## PRE-SERVICE TRAINING POLICIES AND PROCEDURES

### Who Can Apply?

Persons interested in offering training/professional development to early care and education professionals in Maryland.

### Types of Approvals

**Individual:** a person providing training/professional development to the early care and education community independent of an organization.

**Organization:** an organization recognized by the State of Maryland as a legal operating organization and/or corporation.

**Training Conference:** an approved individual or organization that is sponsoring a training conference must apply for approval prior to the training event. The Office of Child Care—Credentialing Branch will review the description/purpose of the conference and description of each workshop and presenter.

If approved, the conference will be awarded a “Conference Approval” number. Individuals who are not an approved trainer in Maryland, but are requested to instruct for a “one time” training/conference event (e.g., a keynote address, a workshop at a conference) are not required to have a training approval number.

### Trainer Requirements

Persons interested in offering training/professional development to early care and education professionals in Maryland must meet the minimum criteria identified as indicated on the next page.

### Application Packet

A completed application packet includes:

1. Completed Pre-Service Training Application, which is signed and dated.
2. A current resume or curriculum vita detailing background and experience as a professional.
3. A copy of transcript(s) showing the award of educational degrees and/or pertinent certifications/licenses. Other documents as related to professional development in adult education principles should be submitted as appropriate.
4. References from individuals who can attest to the ability of the applicant to instruct in his/her area(s) of expertise and practice adult educational principles. All applicants are required to submit three (3) letters of professional reference.
5. Verification that the applicant has participated in the Maryland Trainer’s Orientation session.
6. A copy of articles of incorporation or articles of organization.
7. A copy of statement of business practices that includes policies on: registration, fees, cancellation, refunds, requirements for successful completion and issuance of certificates.
8. Completed “Pre-Service Course Proposal Description” and “Detailed Course Syllabus” demonstrating the applicant’s ability to design and implement a pre-service course.

## TRAINER REQUIREMENTS

	Pre-Service and Core of Knowledge Training	Continuing Training
	<b>Each applicant must attend Maryland's Trainer Orientation</b>	
<b>EDUCATION</b>	<ul style="list-style-type: none"> <li>• Each individual applying to offer pre-service or core of knowledge training shall have:</li> <li>• Attained an associate's, bachelor's, master's, or doctoral degree from an accredited college or university in:               <ol style="list-style-type: none"> <li>(a) Early childhood education;</li> <li>(b) Elementary education;</li> <li>(c) Child development;</li> <li>(d) Home economics;</li> <li>(e) Nursing;</li> <li>(f) Social work;</li> <li>(g) Special education; or</li> <li>(h) A related field;</li> </ol> </li> <li>• Completed at least one course in:               <ol style="list-style-type: none"> <li>(a) Child development; and</li> <li>(b) Curriculum development;</li> </ol> </li> <li>• If applicable, completed coursework requirements of COMAR 13A.16.06 as they apply to the age group covered in the core of knowledge or pre-service training.</li> </ul>	<p>Each individual applying to offer continued training shall meet at least one of the following four requirements:</p> <ol style="list-style-type: none"> <li>(1) Attained an associate's, bachelor's, master's, or doctoral degree from an accredited college or university in:               <ol style="list-style-type: none"> <li>(a) Early childhood education;</li> <li>(b) Elementary education;</li> <li>(c) Child development;</li> <li>(d) Home economics;</li> <li>(e) Nursing;</li> <li>(f) Social work;</li> <li>(g) Special education; or</li> <li>(h) A related field;</li> </ol> </li> <li>(2) Possession of a valid credential or certification in:               <ol style="list-style-type: none"> <li>(a) Early childhood education;</li> <li>(b) Elementary education; or</li> <li>(c) Care of children;</li> </ol> </li> <li>(3) At least 4 years of experience working in a child care setting directly with children of the age group to be discussed in the course; <b>or</b></li> <li>(4) A combination of education and experience sufficient to substantiate the applicant's special skills or expertise in the training area.</li> </ol>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• At least 4 years of experience working in a child care setting directly with children of the age group to be discussed in the course.</li> </ul>	
<b>ALTERNATIVE</b>	A trainer who does not meet the experience criteria may substitute documentation of employment as an instructor of early childhood education, elementary education or related field from an accredited college or university	
<b>TRAINING</b>	<p>An individual who becomes approved to offer pre-service, continued, or core of knowledge training shall present evidence of having successfully completed within the:</p> <ol style="list-style-type: none"> <li>(1) First year of approval, an approved train-the-trainer session (unless previously completed); and</li> <li>(2) Previous 4 years, 12 clock hours of approved training related to the:           <ol style="list-style-type: none"> <li>(a) Training of adults; or</li> <li>(b) Discipline for which the individual is approved.</li> </ol> </li> </ol>	

## STATEMENT OF ETHICAL STANDARDS

As an individual working with child care professionals, I commit myself both to upholding a standard of excellence based on depth and breadth in my subject area and to promoting professional development across the child care continuum.

### **Ethical Responsibilities:**

- Support the development of competent and caring professionals to work with young children and their families;
- Make the welfare of children the deciding factor in our decisions regarding our work with adult learners. We shall not participate in or overlook practices that are harmful to children;
- Provide sound educational experiences that enable training participants to understand and provide for the optimal development of children and support for their families;
- Respect and address the needs of all adult learners in my program by utilizing appropriate teaching methodologies;
- Respect each learner's knowledge and experience;
- Provide training that is based on current and accurate knowledge of the field of early childhood education, child development, adult development and learning, as well as other relevant disciplines and is supported by appropriately referenced bibliographies and handouts;
- Recognize and respect cultural differences and personal values;
- Be open to new ideas and be willing to learn from others;
- Ensure that information presented in my program is consistent with all applicable licensing and training regulations;
- Ensure that every participant has been given a fair chance to succeed and diverse ways to demonstrate their competence and has met the requirements for receiving a certificate;
- Participate in ongoing professional development both in my subject matter and in adult learning theory and practice so that I am able to present current, well-grounded information to training participants;
- Respect the integrity of training courses by following approved training course descriptions;
- Offer training and instruction only in areas in which we have or can obtain appropriate experience and expertise;
- Encourage the developing professionalism of the adult learners with whom we work;
- Inform other professionals, the public, and policy makers of the importance of the early years and the positive impact on society of high-quality early childhood programs staffed by well-trained early childhood professionals;
- Serve as an advocate on behalf of children, families, high-quality programs and services for children, and professional development for the early childhood workforce.

Adapted from the National Association for the Education of Young Children – Code of Ethical Conduct Supplement for Early Childhood Adult Educators, 2004

## RENEWAL

All training approvals remain active for a period of four (4) years provided that the individual and/or organization continue to demonstrate competence and adhere to Maryland Child Care Training Approval regulations. Office of Child Care –Credentialing Branch will review training records and performance evaluations in making a determination of renewal.

As part of the renewal process, the Individual and/or Organization must submit a completed Training Approval Application and other required documentation within 60 calendar days prior to the expiration of their current approval. Applications submitted less than 60 days prior to expiration may result in a gap in ability to provide training/professional development in the State of Maryland.

Documentation that must be provided includes:

- A minimum of 12 hours of continued training during the past four years, related to adult learning principles and/or the Core of Knowledge content areas.
- Documentation of any changes made to previously approved training/professional development.
- The Office of Child Care will **NOT** send a renewal notice before expiration of the approval.

If the applicant fails to submit an application and all required documents, the approval will expire and the Office of Child Care will no longer accept any training given as meeting the requirements of the regulations for child care providers in the State of Maryland.

## SANCTIONS

If an approved trainer or approved training organization violates any requirement of the Code of Maryland Regulations (COMAR) 13A.14.08 “Child Care Training Approval”, the Office may:

1. Enter into an agreement with the individual or organization, or
2. Withdraw the approval.

If the Office determines that the approval must be withdrawn, a notification will be sent to the individual or training organization twenty calendar days in advance of the action.

The individual or organization has the right to appeal the Office’s decision to withdraw the training approval. This appeal process is outlined in COMAR 13A.14.08.11 “Appeal”.

# PRE-SERVICE COURSE PROPOSAL DESCRIPTION

(Submit one proposal description form for each course)

Print legibly with black or blue ink.

<b>Date:</b>
<b>Check One:</b>
____ First Application
____ Revision
 OCC Approval #

1. Individual/Organization: \_\_\_\_\_

2. Contact Information: Phone \_\_\_\_\_ E-mail \_\_\_\_\_

3. Course Title: \_\_\_\_\_

4. Presenter: \_\_\_\_\_

5. Select the Course offering. Please indicate only one course per submission.

<input type="checkbox"/>	9 Clock Hour Communication Course
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### 45 Clock Hour Courses:

<input type="checkbox"/>	Child Growth and Development (Birth – Age 8-12)
<input type="checkbox"/>	Infant/Toddler Methods and Materials
<input type="checkbox"/>	Preschool Methods and Materials
<input type="checkbox"/>	School-Age Methods and Materials
<input type="checkbox"/>	Director (Administration) Course

### 90 Clock Hour Courses

<input type="checkbox"/>	Infant/Toddler Child Development & Methods and Materials
<input type="checkbox"/>	Preschool Child Development & Methods and Materials
<input type="checkbox"/>	School-Age Child Development & Methods and Materials

8. Attach the following information with this completed form for each course:

- Course Syllabus
- Copy of Handouts/course materials
- Current Bibliography – a minimum of three (3) current sources (within past 10 years)
- Copy of Certificate Issued to Participants

**Incomplete proposals will be returned.**

## PRE-SERVICE FORMAT AND INSTRUCTIONS

The following provides applicants with a format and instructions to use in preparing the pre-service course proposal. Applicants should review the criteria used for scoring training proposals to ensure that their course proposal has sufficient detail to allow the reviewers to make their assessments in the areas of content, organization, and presentation.

### COURSE SYLLABUS

For each course submitted for evaluation, submit a course syllabus that is given to each student enrolled in the course.

**The course syllabus must include the following parts:**

1. Instructor name, telephone number & email address
2. Class schedule
3. Required textbooks
4. Course Description
5. Course Objectives
6. Requirements & Expectations
7. Description of assignments & due date
8. Evaluation and Grade Determination
9. A current bibliography to include the primary textbook and supplemental readings.

### Class Schedule

Participants must understand when the class is scheduled to meet and how many hours the class is required to meet. Combination of days and hours are acceptable for meeting the course requirements. Participants must meet for the total number of hours indicated to fulfill course requirements. Example of days and times that would meet the 45 hour course:

- Monday, Wednesday, & Friday – 6:30p.m. to 9:45 p.m.
- Tuesday & Thursday – 6:30 p.m. to 9:45 p.m.
- Saturday 9:00 a.m. to 3:30 p.m.

### Text Books

A copy of the cover and table of contents must be submitted with each course proposal. Pre-service courses require each participant to purchase a textbook.

## Course Description

Provide a description of the course and what will be discussed.

**Example:** Child Growth and Development: Provides the participants with methods of studying behavior of young children from birth through age eight; Discuss major theories and current issues in the typical and atypical development of young children with emphasis on the role of family and culture; and identify implications for programs, curriculum development and professional leadership.

## Course Objectives

List in detail what participants will be able to do upon completion of this course.

**Example:**

- 1) Demonstrate knowledge of typical and atypical development from birth through age eight.
- 2) Demonstrate knowledge of major theories of development and current critical perspectives on early childhood.
- 3) Demonstrate knowledge of sources of risk and factors, which contribute to atypical development.

## Requirements & Expectations

Explain in detail what is required and expected of participants to successfully complete this course.

**Example:**

**100% Attendance** – Because this is an interactive class, attendance is not only expected but vital. More than one absence and/or continued lateness will result in a change of grade. An excused absence requires a note from a physician; certain religious celebrations may qualify as an excused absence. Participants are responsible for class work and announcements missed due to an absence.

**100% Participation** – Each participant is expected to contribute to class discussions in an active and professional manner, supporting the participation of other class members. Your contributions are to be based on an informed, professional position.

**100% Course Work** -- All course work/written assignments must be clear, concise, grammatically correct and free from errors in spelling and punctuation. Always proof-read! Work should demonstrate creativity as well as depth of understanding of the topic.

**80% or Higher Passing Point Score** for all coursework

## Description of Assignments & Due Dates

This section identifies the assignments for the course and due dates. This approach can help with clarity of meeting dates, topics for discussion, reading that should be done, and assignment due dates.

**Example:**

### COURSE SCHEDULE & ASSIGNMENTS

Class Date	Topic	Textbook Reading Assignment	Special Preparation or Assignments Due
August 10	Development: Young Child Ages 4 & 5	Ch 11-13	Child Observation # 1

Observation Assignments: Four written observation assignments will be due during the course. Field based assignments will include observation or interview reports which will be used for class discussion. The grade for these assignments will be based on (1) your thorough observation and recording techniques and (2) your response/analysis of your observation in connection to our class reading and discussion.

## Evaluation and Grade Determination

The assignment names and points should be listed with a total of points. This total is tied to the percentage required for successful course completion.

**Example:**

### Assignments Leading to Course Grade:

4 Written Observation of Children - (10 points each)	40 points
In-Class Participation	30 points
Atypical Development Article	30 points
Two Exams	100 points
Position Paper	50 points

### Grading Scale:

A = 200-250    B = 150 -199    C = 100-149    F= below 149

**Grading, Academic Integrity and Other Policies:** Grades are awarded using the following criteria. Academic Integrity is assumed among Early Childhood graduate students. The consequences of plagiarism and other forms of cheating are serious.

## Handouts/Course Materials

Identify the specific handouts that are used in this course and include copies of the handouts in the course proposal that is submitted to MSDE. Ensure that each reference is cited for the content of the handout.

## BIBLIOGRAPHY FORMAT

The bibliography listing is to follow the APA style of recording. All work is to be listed in alphabetical order according to the first letter of the publication's title.

### Books

#### Format:

Author's last name, first initial. (Publication date). *Book title*. Additional information. City of publication: Publishing company.

### Magazine & Newspaper Articles

#### Format:

Author's last name, first initial. (Publication date). Article title. *Periodical title, volume number(issue number if available)*, inclusive pages.

### Website or Webpage

#### Format:

##### Online periodical:

Author's name. (Date of publication). Title of article. *Title of Periodical*, volume number, Retrieved month day, year, from full URL

##### Online document:

Author's name. (Date of publication). *Title of work*. Retrieved month day, year, from full URL

### Use the following as a guide for the bibliography page:

#### *References*

Battery. (1990). *Encyclopedia britannica*. (pp. 100-101). Chicago: Encyclopedia Britannica.

Best batteries. (December 1994). *Consumer Reports Magazine*, 32, 71-72.

Booth, Steven A. (January 1999). High-Drain Alkaline AA-Batteries. *Popular Electronics*, 62, 58.

Brain, Marshall. How batteries work. *howstuffworks*. Retrieved August 1, 2006, from <http://home.howstuffworks.com/battery.htm>

Dell, R. M., and D. A. J. Rand. (2001). *Understanding batteries*. Cambridge, UK: The Royal Society of Chemistry.

Learning center. *Energizer*. Eveready Battery Company, Inc. Retrieved August 1, 2006, from <http://www.energizer.com/learning/default.asp>

Learning centre. *Duracell*. The Gillette Company. Retrieved July 31, 2006, from <http://www.duracell.com/au/main/pages/learning-centre-what-is-a-battery.asp>

## PRE-SERVICE TRAINING CERTIFICATE REQUIREMENTS

Each certificate issued to a participant must include the following information:

1. Printed name of the participant,
2. Title of the course  
Acceptable titles include:
  - Child Growth and Development (Birth – Age8-12)
  - Infant/Toddler Methods and Materials
  - Preschool Methods and Materials
  - School-Age Methods and Materials
  - Infant/Toddler Child Development & Methods and Materials
  - Preschool Child Development & Methods and Materials
  - School Age Care – Child Development & Methods and Materials
  - 9 Clock Hour Communication Course
  - Director (Administration) Course
3. Number of clock hours received,
4. Completion date of the course,
5. Name of the presenter,
6. Approval number assigned by the CCA office; and when applicable
7. The logo or name of the approved organization – individual.

### Sample Certificate:



The sample certificate is a blue rectangular document with a decorative border. It contains the following text and elements:

- At the top center: **Name of Training Organization - Individual**
- Below that, a circular logo placeholder with a ribbon, containing the text: **Logo if any for organization**
- Centered text: *Certificate awarded to*
- Large centered text: **Name of Participant**
- Centered text: *has successfully completed*
- Centered text: **☆ Title of Course ☆**
- Bottom left corner: **Number of Clock Hours (45 clock hours)**  
**Date course completed (January 25, 2002)**  
**CCA Approval Number (PS-00900001)**
- Bottom right corner: **Presented by \_\_\_\_\_**  
**Printed name of presenter under signature line**  
**Title, if any**

## APPLICANT'S CHECKLIST

**Before mailing your application, check to make sure you have included all required information.**

√	Item	Required	Send
	Completed, signed and dated application form.	Yes	Original
	Evidence of having attended an orientation session for trainers.	Yes	Copy
	For organizations only, articles of incorporation or articles of organization.	Yes	Copy
	Statement of business practices that includes policies on: registration, fees, cancellation, refunds, requirements for successful completion and issuance of certificates.	Yes	Copy
	For Individual – copy of degree and college transcript	Yes	Copy
	Resume of each trainer. <b>NOTE:</b> Organizations must keep copies of trainer eligibility for <i>each</i> trainer on file.	Yes	Copies
	Three letters of professional reference.	Yes	Originals
	Complete "Pre-Service Training Proposal"	Yes	Originals
	Course Syllabus	Yes	Copies
	Sample Certificate indicating successful completion	Yes	Copy
	Participant's Evaluation Form	Yes	Copy

### REMINDER

**Do not** send original transcripts, diplomas, certificates, licenses, etc. **Do** send clear legible copies of these documents.

### Mail application and all supporting documentation to:

Maryland State Department of Education  
Office of Child Care - Credentialing Branch  
200 West Baltimore Street  
Baltimore, MD 21201