



### Ohio Approved Training Application Quick Guide

Application Fields	Application Content Description
Title	Accurately describes the training content, marketing it to your target audience
Format	Type of Training: <ul style="list-style-type: none"> <li>• Face to face</li> <li>• Community of Learners (Study Group)</li> <li>• E-Learning: Asynchronous (self-paced, all online)</li> <li>• E-Learning: Synchronous (Instructor and students present at scheduled times)</li> <li>• E-Learning: Hybrid (combines Asynchronous and Synchronous – some portion is self-paced and other portions are in person)</li> </ul>
Author	<ul style="list-style-type: none"> <li>• The creator of the training content.</li> <li>• An Ohio Approved Instructor, Early Care Education/Schoolage Professional Author</li> <li>• Non-Early Care Education/Schoolage Visiting Presenter (must upload a CV or resume )</li> </ul>
Description	<ul style="list-style-type: none"> <li>• The description is what professionals see when searching for trainings on Ohio’s Professional Registry</li> <li>• A short paragraph that markets and describes the training</li> <li>• Includes what the training content is about and what participants will learn</li> <li>• Aligns with the learner objectives</li> </ul>

References	<ul style="list-style-type: none"> <li>• Must contain full citations of researched-based materials used to create the training and support the content being presented</li> <li>• Includes up to date information, within the last five years. (Ex: books, articles, website links) <b>The author cannot be listed as a reference unless they are citing their published work</b></li> <li>• Must use credible and reputable sources; blogs and podcasts often don't meet this requirement</li> </ul>
<b>Training Details</b>	
Groups Related to Content	<ul style="list-style-type: none"> <li>• The content of the training is to be written for and based on the groups identified in the "Groups Related to Content" field</li> <li>• Must be apparent in the training content which group(s) this is written about</li> <li>• The developmental appropriateness of the content, best practices, and the accuracy of protocol and procedures are considered based on the groups identified</li> <li>• Content must address all groups identified (i.e. if groups selected are infants, toddlers, and preschoolers then the content must address all three age groups)</li> </ul>
Core Body of Knowledge Areas (CKC)	<p>The CKC's are the knowledge area(s) that are represented in the training content regarding the knowledge and skills of the professional. CKC's define what all professionals should understand and implement in order to ensure that children have the best possible environments, experiences and relationships in which to grow and learn.</p> <p>The training content must align to the selected CKC, and the selected CKC must be represented in the training content.</p>
Early Learning Development Standards (ELDS)	<ul style="list-style-type: none"> <li>• Select the Early Learning Development Standard(s) best represented in the content of the training regarding the development and learning expectations of children ages 0-5 years.</li> <li>• Select N/A for content that is not related to birth through five child development.</li> <li>• Link to the Early Learning Development Standards <a href="http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand">http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand</a></li> </ul>
Audience	Includes all potential audiences that will benefit from the content; who this training is written for
Child Development Area (CDA)	Select the area that aligns with your training content Select N/A for Schoolage

Content Plan	
Core Knowledge & Competencies (CKC) Document	<p>Each learner objective must align to the appropriate CKC area (refer to those selected in the training details).</p> <ul style="list-style-type: none"> <li>Ohio's Early Childhood CKC – Revised: <a href="https://ocrra.org/wp-content/ocrra/spec/spec-core-knowledge.pdf">https://ocrra.org/wp-content/ocrra/spec/spec-core-knowledge.pdf</a></li> <li>Ohio's CKC for Afterschool Professionals: <a href="https://ocrra.org/wp-content/ocrra/spec/spec-asi-reference.pdf">https://ocrra.org/wp-content/ocrra/spec/spec-asi-reference.pdf</a></li> <li>Ohio's CKC for Program Administrators: <a href="https://ocrra.org/wp-content/ocrra/spec/spec-ckc-admin.pdf">https://ocrra.org/wp-content/ocrra/spec/spec-ckc-admin.pdf</a></li> <li>CKC Guide for Social and Emotional Development: <a href="https://ocrra.org/wp-content/ocrra/spec/spec-ckc-se-guide-.pdf">https://ocrra.org/wp-content/ocrra/spec/spec-ckc-se-guide-.pdf</a></li> <li>Ohio's CKC for ECMH Professionals: <a href="https://mha.ohio.gov/Portals/0/assets/SchoolsAndCommunities/Educators/ECMH/core-competencies.pdf">https://mha.ohio.gov/Portals/0/assets/SchoolsAndCommunities/Educators/ECMH/core-competencies.pdf</a></li> </ul>
CKC Area	Content areas are identified as key categories of knowledge and skills that early childhood professionals should possess and use to shape the early childhood professional's practice.
CKC Subgroup and Level	<p>Each learner objective aligns with the appropriate competency level</p> <ul style="list-style-type: none"> <li>Level 1 = Introductory/basic/foundational</li> <li>Level 2 = Application/demonstration</li> <li>Level 3 = Analyze/evaluate/use knowledge to generate new ideas</li> </ul>
Time Frame	<ul style="list-style-type: none"> <li>The time allotted to address the content per the learner objective.</li> <li>An objective cannot be less than 30 minutes or more than 90 minutes.</li> </ul>
Learner Objective	<ul style="list-style-type: none"> <li>Aligns with the description, the chosen CKC, and must be written in measurable terms.</li> <li>The learner objective is measured by what the professional says or does so the instructor can assess if knowledge is gained and needs to be measured during the learning experience. (ex: Participants will be able to define/identify/apply)</li> <li>The terms learn, know, and understand are not measurable behaviors. For example, the instructor will know what is learned when the professional explains it, demonstrates it, or completes a plan, etc.</li> </ul>
Outline of Content	<ul style="list-style-type: none"> <li>Description of the content to be presented for each objective</li> <li>Adequately detailed so OCCRRA's Application Review team understands what is being taught, that the instructor has knowledge in the field, and able to determine Developmentally Appropriate Practice, accuracy, etc.</li> </ul>
Instructional Strategies	<ul style="list-style-type: none"> <li>Instructor's choose intentional behaviors intended to promote an individual's learning of a specific skill or concept</li> <li>Must encompass a variety of adult learning strategies</li> <li>Instructional Strategy options are specific to chosen training format (i.e. LIST)</li> </ul>
Materials	<p>Printed or recorded information used in the training</p> <ul style="list-style-type: none"> <li>Source materials used in conducting the training (i.e. handouts, PowerPoints, videos, etc. )</li> <li>Materials with copyright are not accepted without permission</li> <li>Materials must be uploaded in the training application. If uploading PowerPoint, include notes; provide a link for videos and websites, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• All materials must be of good quality, free of typos, and well formatted</li> <li>• OCCRRA's Application Review Team views all video/websites and reviews all printed materials</li> </ul>
Prerequisite	If a participant must take a training prior to attending the training you are applying for OA, enter the AT# of the prerequisite training. Keep in mind that participants will not be able to register for a training until he/she has taken the prerequisite training.

Sources:

Ohio's Core Knowledge & Competencies for Instructors & Instructor Guide: [https://ocrra.org/wp-content/ocrra/opr/opr\\_Final\\_Instructor\\_Guide\\_Doc.pdf](https://ocrra.org/wp-content/ocrra/opr/opr_Final_Instructor_Guide_Doc.pdf)

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf - 2009](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf-2009)

ODE, Ohio's Standards for Professional Development – April 2015

[http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Developme/Finalstandards-professional-development\\_FINAL.pdf.aspx - 2015](http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Developme/Finalstandards-professional-development_FINAL.pdf.aspx-2015)

NAEYC Principles of Effective Professional Development – older document (1993 : (From NAEYC's Conceptual Framework for Early Childhood Professional Development, In The Early Childhood Career Lattice: Perspectives on Professional Development, J. Johnson & J. B. McCracken, eds. 1994, Washington, DC: NAEYC)