

## Rubric for Classifying Levels of Training/Professional Development

**The purpose of this rubric is to serve as a tool for the trainer/professional development provider and others to determine the level of training being planned in relationship to the assumed knowledge/skill level of the participants.**

|                                       | Level I  | LEVEL II  | LEVEL III  | Level IV  | Level V   |
|---------------------------------------|--|---|--|---|---|
| DESCRIPTION OF TRAINING LEVEL         | Awareness/Introduction – developing initial knowledge & understanding<br><br>Assumes participant has limited knowledge /experience in content area and needs ongoing supervision.                                  | Preparation/ Apprenticeship – developing skills for effective implementation<br><br>Assumes participant has basic knowledge/experience in content area; for learners with C.D.A. + 2-3 years experience** | Application – expanded development of curriculum<br><br>Assumes competence in curriculum planning; for learners with degree from approved 2-year program in early childhood + 3 years experience** | Implementation/ Management (Mastering skills for performing or achieving identified goals/objectives)<br><br>Assumes competence in the content area—working toward further expansion and refinements of knowledge, critical skills; for learners with 4 yr. Degree in E.C. or related field + 2 years experience.** | Distinguished /Innovation/Refinement (Modifying for more effective application)<br><br>Assumes competence in content area—working toward extensive refinements, critical thinking skills; for learners with 4 yr. Degree + advanced work/study + 4 years experience** and includes supervision/teaching of others.  |
| TRAINING OBJECTIVES                   | Directly relate to early childhood core content area(s) and other related needs of the learner.  | Directly relate to early childhood core content area(s), early childhood standards, and other related needs of the learner.   | Directly relate to early childhood core content and related area(s), early childhood standards, and begins to address teacher performance standards.   | Directly relate to early childhood core content area(s) or related area(s), identified needs, early childhood and teacher performance standards   | Directly relate to early childhood core content area(s) or related area(s), identified needs, early childhood and teacher/leadership standards  |
| TRAINING FOCUS                        | Basic concepts, philosophy, and vocabulary.  | Expands to include essential concepts, theory, philosophy and an extended vocabulary.   | Deepens to include related concepts, theories and philosophies and further expands vocabulary.   | Continues to expand vocabulary, related concepts, theory and philosophy, and includes basic research.   | Uses broad vocabulary and builds upon the learner's extensive knowledge of the core content area by including more advanced research.   |
| DEMONSTRATION OF KNOWLEDGE AND SKILLS | Concrete examples provide opportunities for the learner to show an understanding of basic vocabulary and concepts in the core content area. Introductory work on basic skills in the content area will also occur. | Basic knowledge of content area is shown with an understanding of correct application of concepts and skills. Gives examples and details and demonstrates basic use of critical skills in content area.   | General knowledge of content area and critical skills are demonstrated.<br><br>Begins to demonstrate interpersonal communication skills related to the content area.                               | Broad knowledge of content area is covered with demonstrations of effective application of vocabulary, knowledge, concepts and skills in content area.<br><br>Demonstrates effective interpersonal communication skills with supporting examples, sufficient detail, and broad use of skills in content area.       | Extensive, consistent, effective demonstration of application of skills to address issues and solve problems; integrate concepts within content area and expand to use in other content areas.<br><br>Effective, insightful use of supporting examples and/or relevant details with extensive use of critical skills; evaluate and synthesize information and make general applications |
| EVALUATION*                           | Finds increased knowledge in the content area.   | Finds some measurable skills and increased knowledge.   | Finds several measurable skills and increased knowledge.   | Many skills or new knowledge are identified through training evaluation and ongoing self-study.   | Multiple skills or new knowledge are identified on training evaluation and ongoing self-study.  |

\* Follow-up should exist as part of training and should progress towards self-evaluation when reaching the Level IV and V of training. Follow-up could be handled in a variety of ways by the agency and/or the trainer, i.e. through questionnaires, written evaluations, or group/one-on-one discussions.

\*\* Experience as defined in Kentucky Child Care Regulations.

Adopted by the Early Childhood Development Authority 10-26-01.