

IdahoSTARS Trainer Handbook

Quality Child Care Matters



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Introduction

IDAHOSTARS

IdahoSTARS is the leading expert and resource for quality child care in Idaho. We empower parents and early childhood professionals to make safe, healthy, nurturing and educational child care a top priority. We support child care professionals to continually improve early care and education practices.

To encourage a successful future for all of Idaho's children, IdahoSTARS inspires practical early learning and empowers parents to make safe and educational child care a top priority.

IdahoSTARS offers the following child care provider supports:

- Professional Development
- Academic and Training Scholarships
- Child Care Health Consulting
- Steps to Quality: Idaho's Quality Rating and Improvement System
- Child Care Licensing Provider Support
- Idaho Child Care Program (ICCP) Provider Support

IdahoSTARS is a joint project between the University of Idaho's Center on Disabilities and Human Development (CDHD) and the Idaho Association for the Education of Young Children (Idaho AEYC). The project is funded by the Idaho Department of Health and Welfare (DHW) through the Child Care and Development Block Grant (CCDBG).

IDAHOSTARS TRAINERS

Trainers are an essential part of the IdahoSTARS mission to improve the quality of child care in Idaho. Trainers bring a variety of expertise in Early Care and Education Field, which allows the content developed and available to covers all the IdahoSTARS Early Care and Education Domains for a well-rounded professional development for child care providers. The quality of care transforms through learning current, best practice knowledge and skills that in turn are applied to the child care provider's work with children and families.

Trainers offer child care providers:

- Training that providers can apply to their work with children and children's families.
- Increased awareness of current topics in the Early Care and Education field.
- Practical tools and skills to use the next day in their work with the children and families they serve.

Trainers offer IdahoSTARS:

- Current, professional, quality training for child care providers.
- Training which is developed based on their experience and education.

TRAINER TYPES

Approved Trainers

- Individuals with a background in early childhood development and/or education fall under this category.

Specialty Trainers

- Professionals with a background in subjects other than early childhood/school age and have important information to share (i.e. nurses, lawyers, accountants) May apply to become Specialty Trainers.

Approved Online Companies

- Companies who offer early childhood/school age trainings online and are a IACET Accredited Provider or DEAC Accredited.

IdahoSTARS Staff Trainers

- Receive approval to present from CCRC Coordinator.
- Staff trainers follow all approve trainer processes

Event Vendors

- Agency: a group of trainers who offer early childhood/school age common curriculum (i.e. Idaho Child Care Reads).
- Conference committees: member of a conference committees responsible for tracking registration and attendance at an early childhood/school age conference.

TRAINER ELIGIBILITY

To become an approved trainer you must demonstrate the following:

- Associate Degree or higher in Early Childhood Education or Child/Family Development Studies. (Note: Specialty trainers require an AA Degree or higher in the content area of the proposed training topic.) OR Degree in non-related field and CDA credential or 30 credits in Early Childhood Development.
- Five years professional experience providing direct services to children and/or families. (Note: Specialty trainers must have five years professional experience in the content of the area of the proposed training topic.)
- Experience training and/or presenting to adult learners within the last three years

TRAINER REQUIREMENTS

Approved Trainers

- Complete Adult Learning Course
- Complete Interpreter Course
- Complete UDL Course
- Bi-annual Trainer Observation
- Attend Trainer Meetings to stay current in IdahoSTARS/RISE processes and regional training requests and needs.

IdahoSTARS Trainer Reminders

- It is the trainer's responsibility to keep all contact information (mailing address, phone, and email) up to date in their RISE profile.
- Ensure all policies and procedures are met, adhere to the IdahoSTARS Trainer and Training Processes, as listed in this manual.
- Train the entire length of the session for which the training was approved.
- Seek prior approval before selling products or services during a training session.
- Training hours presented by a trainer are not counted as professional development hours for the trainer.
- Approved Training are approved for 3 years. The Training Office will send trainers notification at 2.5 years when a training must be updated and resubmitted for review. At 3 years, a training is archived if there is no update or re-submission.
- Trainers are encouraged to attend trainings/webinars/conferences and other professional development opportunities yearly to stay current in the field of early care and education.
- Trainers are encouraged to work together to offer training opportunities.

Event Vendors

- Agencies, conferences, or one time offerings are Events
- When offering a previously offered training again, a new Event must be submitted in RISE. The Event will be posted on the IdahoSTARS Training Calendar in RISE.
- The registration will not be processed through a RISE Roster.
- All Events will provide a certificate of completion and the Certificate Submission How to Guide to each attendee. Providers will submit the certificate their RISE accounts to receive training hours. An evaluation is not required.
- Event Vendors may contact trainingscholarships@idahoaeyc.org prior to the event date and request scholarship information for registrants.

Approved Online Companies

- Online companies' courses offered are approved under the company unless otherwise stated in the Company Catalog in RISE.
- All Online Companies will provide a certificate of completion for providers to submit through their RISE accounts to receive training hours.
- All Online companies must remain in good standing and adhere to all IdahoSTARS expectations. This includes, but is not limited to, remaining accredited, keeping up with current content, and providing personalized certificates of completion.

For Approved Trainers

Before hosting your first training as an IdahoSTARS Approved Trainer, you must complete a few things. This includes completion of a UDL course, an adult learning course, reviewing information on interpreters, and reviewing information on offering training through video conferencing.

Complete Adult Learning Course

In the early care industry, many instructors of adults evolve from program leadership positions. Often, these individuals have little to no formal education in how adults learn. This course is designed to provide a foundation in adult learning theories and strategies that will help instructors and coaches of adult learners grow to their full potential.

Each trainer is to complete a Child Care Education Institute (CCEI) course, PROF105 - *Adult Learning: Theories and Strategies for Trainers, Coaches and Directors*. The Statewide Training Coordinator will assign the training to each new Approved Trainer. Once the training is complete, submit a 1 to 2 page paper about the training and what was learned.

Complete Interpreter Course

IdahoSTARS works directly with many different varieties of providers, including those whose primary language is a language other than English. With this in mind, the IdahoSTARS Multicultural Community Liaison developed a course for trainers to complete. This information will come in handy when an interpreter request is made for a scheduled training.

Each trainer is to complete the IdahoSTARS developed *Working with Interpreters* course. The Statewide Training Coordinator will assign the training to each new Approved Trainer. Once the training is complete, follow up with the Statewide Training Coordinator with any questions that arise from the training.

Offering Training through Video Conferencing

Recently, IdahoSTARS found a need for trainings to be hosted via video conferencing (webinars) as regional training requests and requirements increased. Trainers utilizing video conferencing for their training is beneficial for trainers, child care providers, and IdahoSTARS staff as this provides many child care providers improved statewide access to participate in and gain knowledge from various trainers and training topics.

Complete UDL Course – Coming Soon!

Each trainer is to complete the IdahoSTARS developed *UDL* course. The Statewide Training Coordinator will assign the training to each new Approved Trainer.

As an Approved Trainer, you are also required to complete a bi-annual trainer observation and attend all trainer meetings that occur.

Trainer Meetings

Trainers are expected to attend all trainer meetings. Trainer meetings are beneficial for trainers, child care providers, and IdahoSTARS staff so everyone stays current in IdahoSTARS and RISE processes, as well as, any regional training requests and needs.

Bi-annual Trainer Observation

Each trainer will work with the Training Coordinator bi-annually to have a training reviewed using the Trainer Observation Tool through video conferencing or live. Trainers are separated into even or odd years for their review.

Step 1: Schedule and Review

- Schedule a 2 to 3 hour training with the Statewide Training Coordinator bi-annually for observation review through video conferencing or live.
- Review the Trainer Observation Tool.

Step 2: Hold Training

- Statewide Training Coordinator attends through video conferencing or live.
- Trainer Observation Tool is used to review the trainer.
- Trainer will complete the Trainer Observation Tool assessing their training.

Step 3: Observe and Review

- Statewide Training Coordinator meets with the trainer via video conferencing to discuss the observation and set goals to increase the trainer's skills.

IdahoSTARS RISE Database

Below lists information about RISE you will need to know as an Approved IdahoSTARS Trainer. This includes how to submit a new course for approval, how to schedule a training, how to manage a training roster, what to do when there is a training requested, and what happens when there is an interpreter requested for a scheduled training.

Submit a New Course for Approval

- Submit training approval requests within RISE for review and approval as specified by the IdahoSTARS Training Office. Please allow one to two weeks for processing.
- Once approved, trainings are permitted for three years after which they must be updated and resubmitted for approval.

Schedule a Training

- Scheduled trainings in RISE are posted on the calendar and open to the public.
- Providers will register through RISE and either use Scholarship Units to pay for the training or will pay the trainer. Providers may unregister or cancel their Scholarship Units up to 4 days prior to the training date (see visual below).

June 11 th	June 12 th <u>4 days prior to</u> training date	June 13 th <u>3 days prior to</u> training date	June 14 th	June 15 th Day Before	June 16 th Training Day!	June 17 th
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- If you chose to include a Registration Deadline in your scheduled training entry, remember the registration date indicated will be the date child care providers have to register online or through the trainer.
 - RISE will lock the providers registration option after the registration deadline date. This option will NOT prevent the child care providers from unregistering for the training (up to 4 days) prior to the training date.
 - Note: this means providers cannot register on their phones at the door; trainers will need to register any last minute registrants and collect payment before the training starts.
 - Trainers will still need to review their Rosters 3 day before the training to determine if the training will be held.
- Determine if a training will be held 3 days prior to the training date by reviewing the Roster in RISE.
 - This is the last opportunity for trainers to edit or cancel a training in RISE. (ie: a training held on the 24th of a month would be editable and able to be cancelled up to the 21st of that month).

- Manage the roster by adding new registrants and entering payments received.
 - If scheduled training does not have the minimum number of registrants 3 days before the training, it will automatically be cancelled.
- Make any copies of materials to be used during the training.
 - It is recommended to make a few extras for at-door registrations.
 - All handouts/materials go to prior registered attendees.

During the Training

- Trainers must refer to the Early Learning eGuidelines domain associated with the training.
- Trainers must train the entire length of the session for which the training is approved.
- Remember to review the Training Evaluation 30 day requirement at the end of each training and distribute the Training Evaluation How to Guide to each attendee.
 - Include information about the training evaluation's 30 day expiration at the end of your training outline. Plan for 5 minutes at the end of each training to review this information.
 - If a training has homework, make sure to provide a clear explanation of the evaluation's 30 day expiration – countdown begins at the completion of the training date NOT the homework due date.
 - If a training is a multi-day training, the evaluation's 30 day expiration countdown begins at the completion of the FIRST training date.
 - Include a slide at the end of your PowerPoint/presentation to add a visual for the attendees. The Training Office will provide you the PowerPoint slide with a video included. If you need assistance adding the slides to your presentation let the Training Office know.
 - Provide each attendee a copy of the Training Evaluation How to Guide at your trainings (this document is found at idahostars.org>under Trainers>in the Trainer Resources section>under Informational Document...or simply at the bottom of the Trainers Webpage)
 - If someone does not complete the training evaluation within 30 days, there is no remedy through RISE or IdahoSTARS to regenerate another evaluation to provide training hours. Customers may reach out to you. We want to encourage customers to complete the evaluation rather than looking for a remedy with the trainer, so we ask your cooperation in following the recommendations and guidelines below.
 - If a customer reaches out to you, our recommendation is that you let the customer know of an upcoming training. If the customer chooses to enroll in the course again, they must physically attend a second time.

- You CANNOT
 - Create a fake course and enroll the customer.
 - Mark the customer as attended for a course they did not physically attend.
 - Give the customer a certificate or letter stating they attended the course to submit on RISE.
- You may choose the fee associated with a course. You can charge full-fee, reduced fee or no fee. A customer is not eligible for a scholarship or reimbursement for a course they were previously enrolled in. If you are presenting an IdahoSTARS developed training the fee base is \$15.00 per person/per hour.
- Bring a receipt book for anyone who pays cash/check so they can receive reimbursement.
- Manage the roster by adding any registrants (or have them add themselves) and enter payment received day of, and mark individuals as attended with the few minutes before starting the training.
 - It is recommended for trainers to have a computer (with internet/wifi) on site for last minute registrants.
 - All attendees must have a RISE account prior to the training occurrence to be able to be added to the roster at the door.
 - Providers may register and use Scholarship Units up to the beginning of the training.
 - Trainers should not stop their training once they have started to handle registrations/payments.
- Roster closes once the training begins – RISE does not allow for new registrations once the training starts (trainers and Training Office are not responsible for lack or registration repercussions (i.e. training hours not obtained)).

Manage the Training Roster (within 1 business day of training)

- The Training Office encourages trainers to finalize their Roster (attendance and payment) the day of the training (especially if held on the last weekend of a month), however, trainers must complete the Roster within 1 business day of the training.
- Manage the Payment column (Payment Due, Paid, or Scholarship) and submit.
- Manage the Attendance column (check the boxes for all who attended) and submit.
- Any scholarships used for your training will be paid out from IdahoSTARS through a check in the mail.

Training Requests

- If a child care provider requests a training from the Catalog in RISE, the Statewide Training Coordinator contacts the trainer and works with the trainer to be able to offer the requested training, if able.
- The Statewide Training Coordinator contacts the provider and gives yes/no on requested training.
 - If the trainer can provide the requested training, a training will be scheduled in the child care provider's area to accommodate their request.
 - If the trainer cannot accommodate the request, the Statewide Training Coordinator will assist the child care provider in finding a different training.

Interpreter Requests

In an effort to provide equitable access to training information for all child care providers, child care providers are able to request an interpreter when they register for a training in RISE.

If a request for an interpreter at your training is received, the following steps will be followed:

- Training Office receives an interpreter request.
- Training Office contacts the trainer and Multicultural Community Liaison with the request.
- Training Office and Multicultural Community Liaison will work with trainer on any scheduling needs.
 - It is recommended for the trainer to provide the PowerPoint and any handouts to the interpreter in advance. Do this by sending any training materials to the Statewide Training Coordinator for distribution.
 - If no interpreter is available, the child care provider will be notified
- The interpreter will contact the child care provider the day before the training is set to occur via phone call for introductions and expectations.
- Expect the interpreter to arrive 15 minutes prior to the start and to stay 15 minutes after the training, as posted on the calendar.
 - If an interpreter is running late or you need to contact them, you may do so through: BTB Language Services at (208) 906-2996.
- At the end of the training, the trainer provides a printed copy of the IdahoSTARS Visual Training Evaluation for the interpreter to complete with the provider.
 - Collect the evaluation(s), scan/take a photo of the evaluation, and email it/them within one business day of the training to Melissa Waylan at mwaylan@idahoaeyc.org for entry into RISE.

Trainer Submission Scoring Rubric

Name of Applicant: _____ Region(s): _____

IdahoSTARS staff need to be able to say “yes” to each of the three categories below:

Education: Yes / No

Professional Experience: Yes / No

Adult Education Experience: Yes / No

Rubric Directions: The goal of *trainer approval* is to improve quality of training

Criteria (based on best practices)			Supporting Evidence	Comments	Initial
Education	<ul style="list-style-type: none"> Associate Degree or higher in early childhood education/ child development 	<ul style="list-style-type: none"> Degree in non-related field and CDA credential or 30 credits in early Childhood Development 			
Professional Experience	<ul style="list-style-type: none"> Five years professional experience providing direct service to children/families 	<ul style="list-style-type: none"> Specialty trainers require five years professional experience in the proposed training topic. 			
Adult Education Experience	<ul style="list-style-type: none"> Experience training and/or presenting to adult learners within the last three years. 				
Languages	<ul style="list-style-type: none"> Able to train English ONLY Able to train in Spanish ONLY 	<ul style="list-style-type: none"> Able to train in a language other than English and/or Spanish 	Languages:		

On hold / Pending	Date:	Contacted via (circle one): Email / Phone Reason:
Declined	Date:	Reason: Decliner Name:
Approved	Date:	Approver Name:

Date:		check one:	Yes	No	Comments
	Trainer Letter sent for (circle one): Approval / Denial				
	Adult Learning Course				
	Interpreter Training				
	UDL Training				
	Orientation with Statewide Training Coordinator				
	Orientation with Training Office Advisor				
	Bi-Annual Trainer Observation Year (circle one): Even / Odd				



How to Create a New Training in RISE

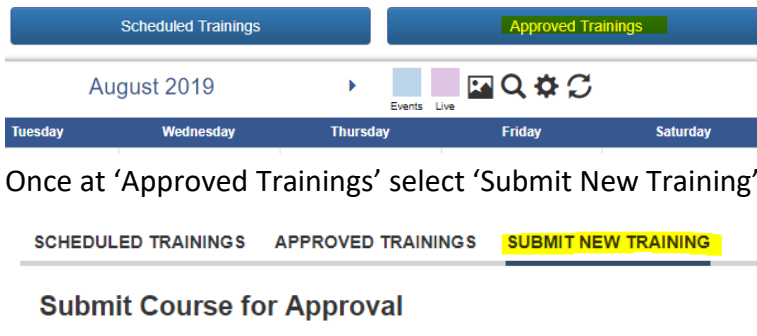
This is a how-to guide on how to create a new course for IdahoSTARS Approval. If you have not created a Course before, or if you need additional assistance, contact the IdahoSTARS Training Office.

We are pleased to hear you are creating a new Course and want IdahoSTARS Approval! Submit your information to us through RISE for review by:

Step 1: Log in to your RISE account

Step 2: Go to your 'Approved Trainings' area to be sure the training is not already approved. Then select 'Submit New Training' in the 'Approved Trainings' area

1. To get to 'Approved Trainings' select 'Approved Trainings' on the right, above the calendar



2. Once at 'Approved Trainings' select 'Submit New Training'

Step 3: Enter Course Information

1. On the 'Submit Course for Approval' area, enter the Course information in the fields provided
 - a. Any field with a red asterisk* is required

Step 4: Course Fields in Detail

- Course Title*: Full/Official title of the event for advertising
- Training Hours*: How long the event will occur; in class time and homework - does not include things like 'lunch on your own' or the time in between sessions
- Description*: What IdahoSTARS should know about the event for approval and what providers should know about the event to help them choose to attend
- Course Id: Do not fill in - chosen by IdahoSTARS Training Office
- Domain: IdahoSTARS Early Childhood Education Domain the event falls in; do not fill in - chosen by IdahoSTARS Training Office
- Language*: Select the primary language for the event (English/Spanish)

- Modality*: How the event will occur (Live/Online)
 - Live includes in-class sessions, and live webinar occurrences
 - Online is a recording
- Target Audience*: The specific group of professionals the training will impact
- Target Age Group*: The developmental age range(s) the training will impact
- Course Objective 1*: The main topic toward which efforts are focused
- Course Objective 2*: Second main topic toward which efforts are focused
- Course Objective 3*: Final main topic toward which efforts are focused
- Training Series: Do not fill in - chosen by IdahoSTARS Training Office
- Please explain your qualifications for delivering this course*: Eligibility to teach the proposed course materials
- Will additional trainers be delivering this course?*: Yes / No
- Describe at least two ways you will engage learners and sustain their enthusiasm for the training content*: Ways to involve training attendees
- Reference the relevant Idaho Early Learning eGuidelines*: Provide the standard that is relevant to the training content
- Describe at least two ways you will sand share the information so participants are able to understand*: Ways to teach information with clarity to training attendees
- Describe at least two ways participants will share what they have learned or take action with what they have learned*: Actionable items or takeaways for training attendees to use in the future
- Cite professional resources used in course development*: Majority must fall within the last 3 to 5 years
- How will this training support children in the classroom with developmental delays and disabilities?*: Ideas for activity/environment inclusion for all students in all classrooms
- SCORMcloud Id: Do not fill in - chosen by IdahoSTARS Training Office
- Attach Outline*: Outline/timeline of the training
- Attach Other Documents: May include Fliers, Brochures, FAQs, breakout session or presentation times, etc.

Step 5: Await Approval**

1. Processing time may take between 1 and 3 weeks
2. You will receive an alert in RISE when your Course is approved or declined
3. If there are any questions on the submission, the IdahoSTARS Training Office will contact you

****Please note: *The IdahoSTARS Training Office goes through each submission individually based on the submission date.***



Early Care and Education Domains

CHILD DEVELOPMENT

- Approach to learning and Cognition
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual, Motor, and Physical Development

CURRICULUM & INSTRUCTION

- Engaging Interactions
- Ongoing Child Assessment
- Highly Individualized Teaching and Learning

HEALTH, SAFETY & WELLNESS

- Health
- Safety
- Nutrition
- Mental Health

ENVIRONMENTS

- Schedules and Routines
- Space and Furnishings
- Outdoor Spaces

INCLUSION & DIVERSITY

- Access
- Participation
- Supports

PARTNERSHIPS WITH FAMILIES & COMMUNITY

- Engaging Families
- Family Support and Wellbeing
- Family and Community Partnerships

BUSINESS PRACTICES

- Enrollment and Admission
- Money Management & Marketing
- Leadership and Staff Development
- Collaborative Partnerships

Training Submission Scoring Rubric

Name of Trainer/Developer: _____

Title of Training: _____

Rubric Directions: The goal of *training approval* is to improve quality of training

- Carefully review the training application packet and use this scoring rubric to evaluate.
- It will be up to the applicant to include documentation to demonstrate how training meets criteria (handouts, PowerPoint, outline of training, references, methods, etc.).
- Read each indicator criteria carefully and check the box (1-3) that best fits your assessment. Scores of “0” indicates that the criteria submitted do not meet basic requirements.
- Do not mark any “in-between” scores.
- Training submissions cannot be further processed if two or more indicators score “0”. Training will be returned to Trainer for revision and re-submission.
- If any indicator scores a “0”, the scorer must write a rationale/justification in the comment section.
- Fill in the number of techniques used to address each of the three learning styles. All training must include two techniques for each style. Mark whether the techniques were clearly stated or not clearly stated.
- Indicator 1 indicates an introductory level training. This includes an awareness of and excitement for basic skills.
- Indicator 2 indicates an intermediate training. This includes a connection to performance or Idaho Early Learning Guidelines/best practices and planning for implementation.
- Indicator 3 indicates an advanced level training which is based on the Idaho Early Learning Guidelines and focuses on implementation of skills, participant reflection and application of training content. A follow-up piece of the training is included (chat, email, discussion boards, follow-up assignments, etc).

Training Submission Scoring Rubric

5-9 points: Introductory

10-13 points: Intermediate

14 points: Advanced

Criteria (based on best practices)	1: Meets Introductory Requirements	2: Meets Intermediate Requirements	3: Meets Advanced Training Standards	Score <small>(put "0" if not met)</small>	Comments
Outline, objectives, and description relevant to the training content	<ul style="list-style-type: none"> • Outline • 3 key points • Brief description relevant to training content 	<ul style="list-style-type: none"> • 3 course objectives / essential knowledges • Goal statement relevant to training content 	<ul style="list-style-type: none"> • 3 measurable course objectives 		
Training Connects Theory and Practice	<ul style="list-style-type: none"> • Provides a basic introduction to topic 	<ul style="list-style-type: none"> • Provides more in-depth information • Content is theory based • Reflective activity to implement content into practice 	<ul style="list-style-type: none"> • Provides instruction on implementation of content • Participants create an action plan to implement content • Trainer initiates follow-up discussion 		
Idaho Early Learning Guidelines within Training Content	<ul style="list-style-type: none"> • Refers to Idaho Early Learning Guidelines 	<ul style="list-style-type: none"> • Incorporates Idaho Early Learning Guidelines into training 			

<p>Engage learners and sustain their enthusiasm for the training content</p>	<ul style="list-style-type: none"> • Relationship activity (ice breaker, audience assessment activity, intentional use of at least one adult learning strategy: i.e. tapping into prior experience, create aha moments, connect to reality to create meaning) 	<ul style="list-style-type: none"> • Extra activities for training energy lulls Intentional use of more than one adult learning strategy 	<ul style="list-style-type: none"> • Trainer’s introduction connects to the content and finish relates content to next steps 		
<p>Present and share the information for understanding</p>	<ul style="list-style-type: none"> • Adult learning styles: auditory, kinesthetic, and visual • Knowledge checks with feedback 	<ul style="list-style-type: none"> • Activities relate content to real experiences 	<ul style="list-style-type: none"> • Pre assignment / Post assignment with trainer follow up • Online training design includes lean-in activities or resources to explore 		
<p>Extend the learning</p>	<ul style="list-style-type: none"> • Next steps for training implementation • Refers to technical assistance and CCRC’s 	<ul style="list-style-type: none"> • Pre assignment / Post assignment • Resource materials (Checklist of Practices or implementation guides) 	<ul style="list-style-type: none"> • Multi day training with assignment for reflection • Specify connection to targeted technical assistance 		
<p>Training Reflects Best Practices (sources within last 5 years or national standards – CDC, CFOC, NAEYC, NAFCC, etc.)</p>	<ul style="list-style-type: none"> • Includes at least 1 reference to a credible source used in course development 	<ul style="list-style-type: none"> • 3-5 current scholarly sources of information 	<ul style="list-style-type: none"> • At least 6 current scholarly sources of information 		

Support for children with developmental delays and disabilities	<ul style="list-style-type: none"> • Basic supports are included in training content 	<ul style="list-style-type: none"> • Reflective activity includes theory based supports 	<ul style="list-style-type: none"> • Action plan and follow-up discussion include supports 		
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Total Zeros Given: _____ Total Possible Score: _____/14

On hold / Pending	Date:	Reason:
Approved	Date:	RISE Course #:



Best Practice for Video Conferencing Training

Recently, IdahoSTARS found a need for trainings to be hosted via video conferencing (webinars) as regional training requests and requirements increased. Trainers utilizing video conferencing for their training is beneficial for trainers, child care providers, and IdahoSTARS staff as this provides many child care providers improved statewide access to participate in and gain knowledge from various trainers and training topics.

Step 1: Be Prepared

- Arrive early to the training and make sure your audio and video are working. Encourage the video attendees to login early to ensure the connection is working. Send a copy of your PowerPoint and any documents needed during the training one day prior to the training, just in case difficulties arise in viewing your screen. Be sure to watch the time and keep the training moving according to schedule.
- If you are having video conferencing attendees join a live training, ensure you allow adequate time to set up the video conferencing system with the video conferencing attendees, set up the live location, and manage your registration.

Step 2: Communicate with Confidence

- When you start, ask attendees if they are able to view content or hear you clearly. However, if only one person has a problem, it is unlikely that you will be able to solve their network or hardware issue (refer them to the documents you sent the day before).
- Try not to turn your head from side-to-side while you are speaking, look directly at the camera, and avoid looking down. Also, when sharing content, be sure to position it so that you are still looking directly at the camera while referring to it. If you are presenting to a live audience this will be a bit of a challenge, however, ensure you are connecting with the video conferencing attendees as well as your live audience in equal parts.

Step 3: Use a Headset

- Nothing impacts productivity more than choppy audio quality. Help others hear you clearly by wearing a headset. This will reduce outside noises and disruptive echoes. If you are on a multiparty call, be sure to have attendees mute your microphone when you are not speaking to avoid adding any additional background noise. Also, avoid meeting delays and potential embarrassment by checking your speakers and audio to make sure they are working properly before the training begins.
- If you are presenting to a live audience and video conferencing attendees a headset will not be possible.

Step 4: Adjust Your Camera Angle

- By using self-view mode, you can test the angle of your camera prior to a call. Avoid awkward angles and position your webcam at eye level if offering a training with all attendees through the Zoom Platform. If you are presenting to a live audience, you will want the camera to be on you as well as the audience if possible. You do not want your back to the video conferencing attendees during the presentation.

Step 5: Watch Your Lighting and Positioning

- Basking in sunlight is scrumptious, so who does not love sitting by a window? However, when it comes to video conferencing, do not position yourself with a window behind you. Natural light is harsh and creates a silhouette effect. It is best to sit with your back to a wall, and if you have a window, lower the shade.
- Also, be mindful of the wall behind you. Ensure it is decorate tastefully to give yourself some extra professional polish.
- If there is not a window in your room, make sure it is bright enough by turning on more lights or adding a lamp. The ideal way to illuminate your face is to point the light towards it and to look in its direction. Again, make sure the source is not positioned behind you.

Step 6: Avoid Dressing with Patterns

- To appear your best, wear light, neutral earth tones or solid, pastel colors. Light blue is an excellent color. Avoid wearing any fabrics with distracting patterns, such as stripes or polka dots, the colors red or white, or any bright color.

Adapted from: <https://ivci.com/bloglist/8-best-practices-becoming-video-conferencing-rockstar/>

Code of Ethical Conduct

Supplement for Early Childhood Adult Educators

Adopted Spring 2004

**A Joint Position Statement Supplement of
the National Association for the Education of Young Children (NAEYC),
the National Association of Early Childhood Teacher Educators (NAECTE), and
American Associate Degree Early Childhood Teacher Educators (ACCESS)**

*Endorsed by the Southern Early Childhood Association
Adopted by the National Association for Family Child Care*

Early childhood educators who teach adults to work in early childhood settings are called upon to sustain different relationships and to balance the needs of a wider variety of clients than those who work directly with young children and their families. And as teacher educators fulfill their responsibilities to adult learners, they encounter some unique ethical challenges in the context of a complex network of relationships. The primary challenge is to find a balance between an obligation to support and nurture adult learners and the obligation to provide caring and competent professionals to work with young children and their families. While the existing NAEYC Code of Ethical Conduct is a valuable resource that addresses many of the ethical issues encountered by early childhood adult educators, it does not provide all of the guidance they need to address the ethical issues that arise in their work.

Through this Supplement to the Code of Ethical Conduct, NAEYC, NAECTE, and ACCESS hope to identify and explore the recurring ethical dilemmas faced by early childhood adult educators, and to reach some consensus about how they might best be addressed. This Supplement places primary emphasis on the ethical responsibilities and recurring ethical dilemmas that face early childhood teacher educators in two- and four-year degree-granting institutions. However, many of its provisions are also applicable to early childhood educators who provide nondegree training and

mentoring to adults in early childhood care and education settings.

Purpose of the Supplement

Like those who work with young children, early childhood adult educators are regularly called upon to make decisions of a moral and ethical nature. The NAEYC Code of Ethical Conduct is a foundational document that maps the ethical dimensions of early childhood educators' work in early care and education programs. Adult educators share the ethical obligations assumed by all early childhood educators, reflected in the core values, ideals, and principles set forth in the NAEYC Code. **We embrace the central commitment of the field of early care and education to the healthy development and welfare of young children. Everything we do in our role as educators of adults is intended to further this ultimate commitment.**

Early childhood adult educators have ethical responsibilities beyond those spelled out in the NAEYC Code. They have responsibilities to adult students; institutions of higher learning and agencies that conduct training; the programs in which they place adult students and staff and clientele; professional colleagues; children and their families and community; and society and the field of early childhood care and education at large.

Core values

In addition to adhering to the core values spelled out in the NAEYC Code of Ethical Conduct, early childhood adult educators commit themselves to the following two core values:

- To respect the critical role of a knowledgeable, competent, and diverse early childhood care and education workforce in supporting the development and learning of young children.
- To base practice on current and accurate knowledge of the fields of early childhood education, child development, adult development and learning, as well as other relevant disciplines.

Conceptual framework

This document sets forth a conception of early childhood teacher educators' professional responsibilities in six sections that address arenas of professional relationships. The sections are (1) adult learners, (2) sites providing practicum experiences, (3) employing institutions of higher learning and agencies that provide training, (4) professional colleagues, (5) children and families, and (6) community, society, and the field of early care and education. The first three sections address those areas of responsibility unique to educators who work primarily with adults. Sections 4-6 spell out additional responsibilities of early childhood adult educators in areas addressed in the NAEYC Code. When there is a direct parallel in the NAEYC Code or a related principle or ideal, the Code is referenced after the Supplement item.

Ideals and principles

This Supplement to the NAEYC Code identifies additional ideals (aspirations) and principles (guides for conduct: definitions of practices that are required, prohibited, and permitted) that address the unique ethical responsibilities of early childhood adult educators. These ideals and principles were developed by analyzing adult educators' descriptions of recurring ethical dilemmas in their work. The goals and principles included in this Supplement are designed to inspire and guide early childhood adult educators toward actions that reflect the field's current understandings of their ethical responsibilities.

(*Note:* There is **not** a one-to-one correspondence between ideals and principles.)

1. Ethical responsibilities to adult learners

Our work is always guided by the core values of the field of early care and education, including our commitment to ensuring the welfare of children. From that perspective we prioritize the unique commitments of early childhood adult educators and acknowledge that our day-to-day responsibilities focus primarily on the professional development of adult learners.

Definitions

Early Childhood Adult Educator

A professional who teaches early childhood educators in an institution of higher education (includes adjunct faculty) and those who conduct not-for-credit training for the early care and education workforce.

Adult Learners

Adult learners, both preservice and inservice, who work in or are preparing to work in settings that provide care and education for young children from birth through 8 years of age.

Student

An adult learner who is gaining preservice or advanced education in the field of early childhood education and care through an educational institution.

Colleague

A fellow early childhood educator who teaches, trains, or mentors adult students in an institution of higher learning or who conducts not-for-credit training for the early education workforce. (*Note:* There are specific responsibilities to colleagues employed by one's own institution.)

Mentor

An experienced early childhood professional who works directly with both young children and practicum students in an early childhood program and who, in collaboration with an early childhood teacher educator, guides and counsels the students.

Ethics Supplement

Material that has been added to NAEYC Code of Ethical Conduct to provide further information and guidance about the ethical responsibilities of early childhood adult educators.

Ideals

- I-1.1 To continually update our own knowledge of the field of early care and education so that we are able to present current, well-grounded information to those we teach.
- I-1.2 To provide college students with a foundation in core content areas of early childhood education, including child development and its social contexts; child guidance; the design of safe, healthy learning environments; curriculum and assessment; work with families; work with children and families from diverse cultures; advocacy skills; and professionalism, including ethics.
- I-1.3 To provide adult learners with learning experiences based on principles of adult learning and consistent with the core values of early care and education, current knowledge, and best practices in the field.
- I-1.4 To present controversial material fairly, acknowledging the validity of contrasting perspectives and, when appropriate, identifying our own biases.
- I-1.5 To have high and reasonable expectations of learners.
- I-1.6 To fairly and equitably assess what adult students know and are able to do.
- I-1.7 To ensure that our programs serve diverse adult learners (including diversity in language, culture, race/ethnicity, and social class).
- I-1.8 To ensure that our programs are accessible to those with diverse needs (as to the times, location, format, and language of training).

Principles

- P-1.1 We shall provide learning experiences that are consistent with the best practices for adult learners and that match the needs, learning styles, cultures, and stages of development of adult learners.
- P-1.2 We shall inform learners of conduct and work expectations, including institutional standards for writing, performance, and intellectual honesty.
- P-1.3 We shall give learners a fair chance to succeed and diverse ways to demonstrate their competence.
- P-1.4 We shall provide additional support for adult learners who have the potential to work effectively with young children but have difficulty meeting academic standards.
- P-1.5 We shall provide additional support and counsel to those who demonstrate academic excellence while having difficulty in meeting standards for classroom practice.

- P-1.6 We shall inform those seeking training in early childhood education of current economic and social conditions affecting the field so that they may make an educated decision about career choices.
- P-1.7 We shall provide information about disparities between best practice and commonly accepted practice to better prepare students to face ongoing challenges related to their work with children.
- P-1.8 We shall not place students or allow students to continue in placements that, in our best professional judgment, are not beneficial to children.
- P-1.9 When it becomes apparent that a practicum placement is not supporting a student's professional development or is not beneficial to the student or children, every effort shall be made to move the student to a more appropriate placement.
- P-1.10 When it becomes apparent that an adult learner is not able to benefit from our training, class, or program, we shall help her/him identify an alternative educational path or goal.
- P-1.11 We shall honor confidentiality, sharing only necessary information about an adult learner, only to those who need to know, and only through appropriate professional channels.
- P-1.12 We shall make it clear at the outset if training involves the sale of products or services from which we stand to gain financially and will do this only if the products or services are relevant and serve educational goals.

2. Ethical responsibilities to practicum sites

Some knowledge and skills needed by early childhood educators can only be acquired through direct experience in early childhood settings. Therefore, early childhood adult educators rely heavily on placements in programs (practicum sites) in which students can apply what they have learned, get feedback from children and adults, and reflect on what they have learned from their experience.

Ideals

- I-2.1 To provide practicum experiences that will positively support the professional development of adult students.
- I-2.2 To foster collegial and collaborative working relationships with educators who work in practicum settings.
- I-2.3 To be respectful of the responsibilities, expertise, and perspective of practitioners who work with students in practicum settings.

I-2.4 To recognize the importance and contributions of practicum staff members in the professional development of our students.

Principles

P-2.1 We shall place students in settings where staff are qualified to work with young children, where mentors have experience and training in supporting adult learners, and which to the greatest extent possible reflect the diverse communities in which our students will be working.

P-2.2 We shall clearly state all parties' roles and responsibilities and prepare students, mentors, and administrators for practicum experiences. We shall provide appropriate support for all parties' efforts to fulfill their roles and meet program expectations.

P-2.3 When we have a concern about a program in which we place students, we shall address that concern with the classroom teacher or program administrator. (If the concerns relate to the health or safety of children, see the applicable sections of the NAEYC Code: P-1.11 and P-4.9-12.)

P-2.4 We shall ensure that qualified personnel conduct regular supervision of practicum experiences in order to support professional development of adult students and monitor the welfare of children.

P-2.5 We shall honor confidentiality and guard the privacy of the programs (teachers and clientele) in which we place students.

P-2.6 We shall teach adult students that they have a professional obligation to honor confidentiality and shall make every effort to ensure that they guard the privacy of the program, its teachers, and clientele.

3. Ethical obligations to institutions of higher learning and agencies providing training

Our primary responsibility to our employers is the development of knowledge and skill in adult learners. This work is intended to further our ultimate commitment to the welfare and development of young children. (Section III-B of the NAEYC Code provides the foundation for the additional commitments for adult educators listed below.)

Ideals

I-3.1 To assist the institutions and agencies for whom we work in providing the highest quality of educational programs for adult learners. (NAEYC Code I-3B.1)

Principles

P-3.1 We shall respect the integrity of courses by following approved course descriptions.

P-3.2 We shall evaluate our adult learners fairly, using those standards that are congruent with the mission of our institution and regarded as accepted practice in the field.

P-3.3 We shall offer training and instruction only in areas in which we have or can obtain appropriate experience and expertise. (NAEYC Code P-4.2)

P-3.4 We shall, when our involvement with a student involves more than one role (e.g., instructor, employer, supervisor), keep these roles separate. We shall make decisions, recommendations, and give feedback appropriate to the different contexts.

4. Ethical responsibilities regarding colleagues

The work of the early childhood adult educator involves interaction and collaboration with colleagues. Our professional responsibility to colleagues is to maintain positive and productive working relationships. (Section III-A of the NAEYC Code provides the foundation for the additional commitments for adult educators listed below.)

Ideals

I-4.1 To be collegial to and supportive of early childhood coworkers in our own and other institutions. (NAEYC Code I-3A.1-4)

I-4.2 To serve as mentors to junior faculty and novice adult educators.

Principles

P-4.1 When an adult learner comes to us with concerns about a colleague's competence, fairness, ethics, or accuracy, we will give the learner support in clarifying his or her concerns and in deciding and following through on a course of action to address the problem.

P-4.2 When we have concerns regarding a colleague's competence, fairness, ethics, or accuracy, we will *first* express our concerns to that colleague. (NAEYC Code P-3A.2)

P-4.3 When a colleague appears unwilling or unable to address problems, we will express our opinions about his or her competence through official channels such as performance evaluation.

P-4.4 We shall honor confidentiality and share information about colleagues in appropriate institutional

settings. We shall not share information about colleagues in the community or with students.

5. Ethical responsibilities to children and families

Because those we train have a direct impact on children's lives, early childhood adult educators have some additional responsibilities to children and families above and beyond what is set forth in the NAEYC Code of Ethical Conduct.

Ideals

- I-5.1 To support the development of competent and caring professionals to work with young children and their families.
- I-5.2 To provide a diverse workforce that reflects the linguistic, racial/ethnic, cultural, and socioeconomic backgrounds of the children served in early childhood programs and their communities.
- I-5.3 To speak out against practices that are unjust or harmful to young children and their families.

Principles

- P-5.1 We shall 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 (in our students, colleagues, institutions, agencies, or practicum settings) that are harmful to children. **This principle has precedence over all others in this Supplement.** (NAEYC Code P-1.1)
- P-5.2 We shall provide sound educational experiences for those we teach that enable them to understand and provide for the optimal development of children and support for their families.
- P-5.3 We shall not allow a student to complete a program if we have direct evidence that he/she may endanger children's physical or psychological well being.
- P-5.4 We shall not allow a student to pass a course or move to the next level of the profession if he/she has not demonstrated expected levels of knowledge and competence in course content *or* if he/she does not demonstrate the ability to relate positively and effectively with children and families.
- P-5.5 We shall build into all required training minimum required levels of participation and demonstrations of understanding and competence.
- P-5.6 When we have made a concerted effort to work with a student, and the student still does not demon-

strate the intellectual, physical, or social-emotional capacity to work effectively with children and families, we shall make every effort to counsel the student out of the field.

- P-5.7 We shall use the NAEYC Code of Ethical Conduct to assist adult learners in making sound decisions concerning their work with children and families.

6. Ethical responsibilities to community, society, and the field of early childhood education

Early childhood adult educators have extensive knowledge, expertise, and education and often have a profound impact on the field of early childhood education in their communities. Because of this leadership role they have responsibilities to community, society, and the field of early childhood education above and beyond what is expected of those who work in programs serving young children.

Ideals

- I-6.1 To train caring and competent teachers who will provide safe and nurturing care and education for young children and be supportive of their families.
- I-6.2 To prepare students to work successfully in and to respect the culture of the communities in which they are placed.
- I-6.3 To continue to grow and learn and to base practice on the best current knowledge available.
- I-6.4 To encourage the developing professionalism of the adult learners with whom we work.
- I-6.5 To make other professionals, the public, and policy makers aware 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.
- I-6.6 To strengthen and expand the knowledge base of early childhood education.
- I-6.7 To advocate on behalf of children, families, high-quality programs and services for children, and professional development for the early childhood workforce.
- I-6.8 To conduct research that reflects the experiences of children from diverse language, racial/ethnic, cultural, and socioeconomic backgrounds.

Principles

- P-6.1 We shall be accurate and truthful when we provide recommendations and serve as references for

individuals seeking admission to programs, applying for certification, or seeking employment.

P-6.2 In our role as early care and education experts, we shall base recommendations on our informed and unbiased professional opinion. We shall exercise caution before recommending commercial products or services.

P-6.3 When asked to provide an informed opinion on issues/practices, we shall make every effort to support children and families by basing our statements on

current child development and early childhood education research.

P-6.4 We shall help adult learners learn to interpret and communicate assessment information in ways that convey the strengths of children and the limitations of the evaluation instruments.

P-6.5 We shall ensure that research we conduct appropriately reflects the diversity of the population upon whom its results may have future impact.

IdahoSTARS Trainer Observation Tool for Professional Growth and Development
 Adapted from: *Gateways to Opportunity, Illinois Professional Development System*

Trainer:		Date of Training:	
Observer:		Date of Observation:	
Training Title:			Date of Review:

INSTRUCTIONS FOR USING THIS TOOL:	<ol style="list-style-type: none"> 1) Each competency must be rated. 2) Ratings to each competency must be supported with descriptive comments. Be sure to record exactly what was observed and heard. 3) Detail your general comments on the training/trainer delivery in the space provided at the end of this document.
COMPETENCY AREA	<p>ALWAYS: Frequently observed.</p> <p>SOMETIMES: Regularly observed.</p> <p>NOT YET: Did not observe.</p>

Facilitating Techniques	ALWAYS: Frequently observed. SOMETIMES: Regularly observed. NOT YET: Did not observe.	
<u>Speaking</u> Trainer is able to verbally express thoughts clearly, articulately and coherently, avoiding vagueness and ambiguity.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	
<u>Eye Contact</u> Trainer makes eye contact with participants.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	
<u>Directions</u> Trainer is able to communicate directions in a coherent manner, avoiding vagueness and ambiguity by using a variety of techniques.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	
<u>Pacing</u> Trainer clarifies information and speaks at a rate that is easy to follow	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	
<u>Listening Skills</u> Trainer enthusiastically responds to questions and comments; exhibits exceptional listening skills and is always open to new ideas.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	

Areas of Strength:

Empty rectangular box for writing areas of strength.

Comments/Suggestions for improvement of Presentation Skills:

Large empty rectangular box for writing comments and suggestions.

Training Effectiveness	ALWAYS: Frequently observed. SOMETIMES: Regularly observed. NOT YET: Did not observe.	
<u>Organization</u> Trainer is well prepared for the session and has workshop materials ready and organized .	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	
<u>Knowledge</u> Trainer demonstrates extensive knowledge about the subject matter and is willing to share own experiences.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	
<u>Delivery</u> Trainer adjusts training based on the three learning styles to meet the need of all participants.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	
<u>Facilitation</u> Trainer uses various forms of questioning to stimulate participant involvement .	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	
<u>Enthusiasm</u> Trainer consistently exhibits enthusiasm for training content and for learning.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	

Areas of Strength:

Empty rectangular box for writing areas of strength.

Comments/Suggestions for improvement of Training Effectiveness:

Empty rectangular box for writing comments and suggestions.

Instructional Planning	ALWAYS: Frequently observed. SOMETIMES: Regularly observed. NOT YET: Did not observe.	
<u>Define Objectives</u> Trainer thoroughly defines and explains course objectives/key points ; refers to them during the session.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	
<u>Relevant Activities & Materials</u> Trainer uses creative, hands-on activities and instructional materials to support the delivery of session content.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	
<u>Sharing Knowledge</u> Trainer creates and capitalizes on opportunities to include recent developments in the field in order to keep participants informed.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Yet	

Areas of Strength:

Empty rectangular box for writing areas of strength.

Comments/Suggestions for improvement of Instructional Planning:

Empty rectangular box for writing comments or suggestions for improvement of instructional planning.

Registry Observer comments/suggestions-Overall Assessment:

May discuss general observations regarding the training session. (e.g. effective use of instructional time, overall conduct, and professionalism, etc.)

Action Plan/Goals:

Trainer Response:

Please indicate your own assessment of the training session/workshop, and your response to the appraisal. Attach additional sheets if necessary.

The signature below indicates that the training evaluation and follow-up procedures were reviewed and discussed.

Signature of Observer:	Date:
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The signature below indicates that the training evaluation and follow-up procedures were reviewed and discussed.

Signature of Trainer:	Date:
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Event Information

This is an informational handout for you to review if you are interested in submitting an Event for IdahoSTARS Approval. If you have not created an Event before, or if you need additional assistance, contact the IdahoSTARS Training Office.

What is an Event Vendor?

An Event Vendor may be:

- an Agency: a group of trainers who offer early childhood/school age common curriculum (like Idaho Child Care Reads)
- a Conference Committee: a member of a conference committees responsible for tracking registration and attendance at an early childhood/school age conference
- an early childhood educator wanting to host a one-time Event for training hours

Event Vendors - Requirements

- When hosting a previously offered training, a new Event must be submitted in RISE. The Event will be posted on the IdahoSTARS Training Calendar in RISE.
- Registration is not processed through a RISE Roster.
- All Events must provide a certificate of completion and the Certificate Submission How to Guide to each attendee.
 - Providers will submit the certificate their RISE accounts to receive training hours. An evaluation is not required.
- Event Vendors may contact trainingoffice@idahostars.org prior to the event date to request scholarship information for registrants.



How to Enter Events in RISE

This is a how-to guide on how to create an Event for IdahoSTARS Approval. If you have not created an Event before, or if you need additional assistance, contact the IdahoSTARS Training Office.

We are pleased to hear you are hosting an Event and want IdahoSTARS Approval! Submit your information to us through RISE for review by:

Step 1: Log in to your RISE account

1. If you do not have an account on RISE, please create one by going to idahostars.org
2. Select 'RISE Login' and then 'Click here to create an account.'
3. Fill out the required information and create your new account
 - a. Create the account using the Event payee information
 - b. Submit a W9 in the 'My Profile' / 'My Documents' area under the Type 'W9 Individual' for the Event payee
 - c. **Before proceeding**, follow up with the IdahoSTARS Training Office to make sure your account is set up as needed

Step 2: Go to your 'My Documents' area

1. To get to 'My Documents' select 'My Profile' on the top right



2. Once at 'My Profile' select 'My Documents'

Manage Profile

[Home](#) > Manage Profile

BASIC EMPLOYMENT **MY DOCUMENTS**

Step 3: Enter Event Information

1. On the 'My Documents' area select 'Submit Documents for Approval' on the bottom right of the screen
2. In the 'Application Type' pop up window, select 'Event' as the 'Type'

Application Type :

Submit Event for approval.

Type* :

3. Enter the Event information in the fields provided
 - a. Any field with a red asterisk* is required

Step 4: Event Fields in Detail

- Event Title*: Full/Official title of the event for advertising
- Sponsoring Organization*: Company/Organization hosting the event
- Event Start Date*: What day the event will start on
- Event End Date*: What day the event will end on
 - If the event is only on one date, enter the same date for both fields
- Event Start Time*: What time the first day of the event will start on
- URL for Registration: Website address an attendee should go to for additional information and/or registration
- Location*: Where the event will be hosted; enter physical address and select location from the dropdown
 - No location required if modality is online
- Hours*: How long the event will occur; in class time - does not include things like 'lunch on your own' or the time in between sessions
- Event Description*: What IdahoSTARS should know about the event for approval and what providers should know about the event to help them choose to attend
- Objective 1-3*:
- Domain: IdahoSTARS Early Childhood Education Domain the event falls in; do not fill in - chosen by IdahoSTARS Training Office
- Language*: Select the primary language for the event (English/Spanish/Other)
- Modality*: How the event will occur
 - Live is for in-class sessions
 - Online is a live webinar occurrence
- Does this event accept IdahoSTARS scholarships as payment? *: If yes, the payment will receive payment from IdahoSTARS. If no, payment will come directly from the provider
- Cost Range*: How much does the event cost
 - If there is only one cost, only put a dollar amount in the first field and leave the second field empty
 - If there is an 'early bird' reduced price or a 'late registration' fee, these would be included in the cost range
 - If the event is free, put zero in the first field and leave the second field empty
- Please explain the trainer/keynote qualifications for delivering this event based their professional background*: Include why the presenter is qualified to present/teach the materials
- Notes: Include any notes, registration, or organizer contact information
 - If the event is over multiple days, include the dates and times
- Attach Outline*: May include an outline of the event, breakout session or speaker presentation times, track session information
 - Documents will be available to the public within the calendar listing
- Supporting Documents*: May include Fliers, Brochures, FAQs, registration form
 - Documents will be available to the public within the calendar listing

Step 5: Await Approval**

1. Review time may take between 1 and 5 business days
2. You will receive an alert in RISE when your Event is approved or declined
If there are any questions on the submission, the IdahoSTARS Training Office will contact you

****Please note: *The IdahoSTARS Training Office goes through each submission individually based on the submission date, not by the event occurrence.***

Event Submission Scoring Rubric

Name of Event Contact: _____

Email: _____ Phone: _____

Title of Event: _____

Payee: _____ Payee Address: _____

Sponsoring Organization: _____

Type: Conference / Training / Webinar

W-9 on File: Yes / No

One *must* be true: Registration information listed in description/notes: Yes / No **or** Registration Link: Yes / No

Rubric Directions: The goal of *event approval* is to improve quality of event

- Carefully review the event submission and use this scoring rubric to evaluate.
- It will be up to the applicant to include documentation to demonstrate how training meets criteria (outline of training, references, methods, etc.).
- Read each indicator criteria carefully and check the box (1-3) that best fits your assessment. Scores of “0” indicates that the criteria submitted do not meet basic requirements.
- Do not mark any “in-between” scores.
- Event submissions with two or more indicator scores of “0” are not processed. Event is returned to event contact for revision and re-submission.
- If any indicator scores a “0”, the scorer must write a rationale/justification in the comment section.
- Fill in the number of techniques used to address each of the three learning styles. All training must include two techniques for each style. Mark whether the techniques were clearly stated or not clearly stated.
- Indicator 1 indicates an introductory level event. This includes an awareness of and excitement for basic skills.
- Indicator 2 indicates an intermediate training. This includes a connection to performance or best practices and planning for implementation.
- Indicator 3 indicates an advanced level event, which is focuses on implementation of skills, participant reflection and application of event content.

Event Submission Scoring Rubric

5-6 points: Introductory

7-12 points: Intermediate

13 points: Advanced

Criteria (based on best practices)	1: Meets Introductory Requirements	2: Meets Intermediate Requirements	3: Meets Advanced Training Standards	Score <small>(put "0" if not met)</small>	Comments
Outline, objectives, and description relevant to the training content	<ul style="list-style-type: none"> • Outline • 3 key points • Brief description relevant to training content 				
Training Connects Theory and Practice	<ul style="list-style-type: none"> • Provides a basic introduction to topic 	<ul style="list-style-type: none"> • Provides more in-depth information • Content is theory based • Reflective activity to implement content into practice 			
Engage learners and sustain their enthusiasm for the training content	<ul style="list-style-type: none"> • Relationship activity (ice breaker, audience assessment activity) 	<ul style="list-style-type: none"> • Extra activities for training energy lulls 	<ul style="list-style-type: none"> • Trainer's introduction connects to the content and finish relates content to next steps 		
Trainer's professional background					

Trainer's educational background					
Present and share the information for understanding	<ul style="list-style-type: none"> • Adult learning styles: Auditory, Kinesthetic, and visual 	<ul style="list-style-type: none"> • Activities relate content to real experiences 	<ul style="list-style-type: none"> • Next steps for training implementation 		
Training Reflects Best Practices (sources within last 5 years)	<ul style="list-style-type: none"> • Includes at least 1 reference to a credible source used in course development 	<ul style="list-style-type: none"> • 3-5 current scholarly sources of information 	<ul style="list-style-type: none"> • At least 6 current scholarly sources of information 		

Total Zeros Given: _____ Total Possible Score: _____/13

On hold / Pending	Date:	Reason:
Approved	Date:	Event Occurrence Date(s):