

# Choosing Quality Training

In New Jersey, child care center and school-age care staff and registered family child care providers must participate in training every year.

Many different trainings are offered by county resource and referral agencies (R&Rs), private trainers, online training programs, and others. So how do you know which trainings to choose?

Which ones will provide quality training? Some of the questions to ask before and after completing a training follow.

A Checklist for Evaluating Professional Development Opportunities

Professional  
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advocating growth for  
early childhood educators

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## Before Choosing a Training:

The instructor is a member of the Professional Impact NJ Instructor Approval System.

**yes** **no**

The training description tells what the training is about and includes at least three goals for learning.

**yes** **no**

The training description includes Professional Impact NJ's **Core Knowledge Area** (Child Growth and Development, Curriculum, Assessment and Evaluation, Professionalism and Leadership, Health, Safety, Nutrition and Physical Activities, Family and Community Relationships, or Program Organization and Management). (See Professional Impact NJ's *Core Knowledge and Competencies: Professional Standards for Working with Children Birth Through Age Eight and in Afterschool Programs*, 2010 at [www.pinj.org/upload/CK&K\\_English\\_FINAL.pdf](http://www.pinj.org/upload/CK&K_English_FINAL.pdf)).

**yes** **no**

The training description includes Professional Impact NJ's **Competency Level**: Basic (Levels I and II), Intermediate (Levels III through VIII), or Advanced (Levels IX and X). (See Professional Impact NJ's **NJ Registry Career Lattice**, 2010, at [www.pinj.org/upload/lattice.pdf](http://www.pinj.org/upload/lattice.pdf)).

**yes** **no**

## After Completing the Training:

The instructor knew a lot about the topic.

**yes** **no**

Course requirements, materials and activities, use of the computer, and grading system were made clear.

**yes** **no**

Teaching methods and learning activities were geared to adult learners of different cultures and led to the stated goals for learning.

**yes** **no**

Content was based on accepted teachings of child development and education, current NJ child care licensing/registration regulations, Professional Impact NJ's Core Knowledge Competencies, and current quality standards.

**yes** **no**

The content was presented in a logical order and led to the stated goals for learning.

**yes** **no**

A course of several sessions included ongoing discussion among students and the instructor.

**yes** **no**

The instructor encouraged students to work together.

**yes** **no**

**yes** **no**

Students wrote in journals or did other reflective activities and were able to evaluate themselves as part of the course.

**yes** **no**

Students in a course of several sessions participated in and were graded on many different activities (such as essays, projects/presentations, labs, group and individual assignments, self-assessment, tests and quizzes).

**yes** **no**

Textbooks and learning materials were published recently and were professional.

**yes** **no**

Students received quick feedback from the instructor about their participation and class work.

**yes** **no**

Students rated the course and the instructor: how quickly the instructor responded to them, how well the program met their needs, the quality of content, and whether support and assistance were available.

**yes** **no**

Would the student recommend the course to others?