Project Final Report

Ensuring Entry Level Knowledge

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To

Dr. Michael Law

By

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Introduction

Ongoing professional development is an important aspect of all professions. It is the way that professional practitioners keep current on trends and learn new information in their field. Professional development is a strategy that educational institutions use to ensure that their staff, administrators, and managers continue to strengthen their practice throughout their career. Not only do professional development efforts improve worker performance, but in educational settings, including preschool, research tells us that the outcomes of effective professional development efforts improve teacher-child interactions and can improve children’s school readiness (Mashburn et al., 2008).

There are numerous ways that pre-school educators and administrators can obtain professional development training hours. The effectiveness and impact of these efforts are probably as varied as the cadre of agencies, institutions, organizations, private trainers, and contractors who offer them. There are more than 1,000 independent trainers in the state of Georgia who offer both face-to-face and online training opportunities. Beyond an every five year approval of their instructional plans, there is no oversight regarding fidelity to the approved plans or quality of the actual offerings, content, or time spent in the training. There is no pass or fail in these offerings that are often termed “community-based training.” Participants are awarded certificates of participation if they sit through the classes, or in some cases sleep through the classes.

Because community-based training plays an integral role in professional development for this audience, it is essential that those who provide it are knowledgeable about all aspects of instructional design. Yet, that is hardly the case. In this field, there a few professional trainers...
and many who offer training part-time or on the side to supplement their full time salaries, resulting in a broad range of quality and effectiveness for community based training.

In an effort to improve the quality of training in 2001, the trainer qualifications were upgraded to include a Bachelor’s degree, three years of experience in the field, and the inclusion of a 40 hour Train-the-Trainers program addressing program development, the adult learner, and professional expectations. Several changes have been made since that time, including levels of training indicated as Beginning, Intermediate, and Advanced to be offered by trainers who are approved at corresponding levels. It benefits trainers to upgrade their level so they can offer the Intermediate and Advanced levels of training that are required for the child care centers to upgrade their quality rating level. For a trainer to upgrade, one of the requirements is to complete a Training for Trainers II, or III course.

**Need for Instruction**

The overall goal of this project is to ensure that all participants enrolling in Georgia approved Training-for-Trainers II and III courses possess adequate entry level skills related to the development of appropriate performance (learning) objectives. The Georgia Training Approval System refers to these instructional objectives as learning objectives, therefore the terms “learning objectives” and “performance objectives” will be used interchangeably in this paper. Performance objectives serve as a framework for training course design and redesign. It is critical that those who develop and deliver training courses are able to develop and use the objectives appropriately. It is also critical to course effectiveness to ensure that all aspects of the course, including the activities, projects and assessments, are in alignment with stated goals and objectives.
In the development of training courses, creating clear learning objectives serves a number of purposes. For the learner, they provide a preview of what is to be learned. When presented, they provide pre-exposure to the topics to be covered, allowing the learner an opportunity to connect with previous learning about the topic, an important aspect of adult learning (Mackeracher, 2004). Pre-exposure to the learning objectives also provides a preview of what to expect and what is expected of the learner. For course designers, well-stated learning objectives help determine instructional strategies, and the design of activities, projects, assessments and other course elements to meet the specified goals. They also form the basis for evaluation of the instructor, the learner, and the course effectiveness, providing design and redesign guidelines. At the institutional level, learning objectives support planning by making evident redundancies, overlaps (Caffarella, 2002), and gaps in programs for majors and assist academic advising. Therefore, it is essential that all program designers have at least basic knowledge about developing appropriate learning objectives, including those who enroll in the advanced level Training-for-Trainers courses offered throughout the state.

**Background**

Early Care and Education (ECE), often referred to as Child Care or Daycare, is regulated and licensed in the state of Georgia by the Department of Early Care and Learning (DECAL), Bright from the Start. Along with 43 other controlled areas, the state regulates ongoing training or continuing education hours that early care and education providers and administrators must obtain annually. Currently, all child care providers and program administrators in Georgia are required to complete ten clock hours of state approved training yearly. That training can be obtained in a variety of ways and from a variety of sources, however, those sources and the training itself must be approved by the Department through its training approval system.
Georgia Training Approval is a project managed on behalf of Bright from the Start though contracted services with The University of Georgia, Center for Continuing Education. This training approval system is funded by Bright from the Start with Federal Child Care and Development funds. State and government institutions and agencies, colleges and universities can apply to offer training for child care licensing credit through the training approval system. In addition, individuals who wish to provide training for child care licensing credit may be approved by the training approval system with a trainer designation of Specialty Trainer, Trainer I, Trainer II, or Trainer III. The trainer’s designation indicates the type and level of courses that the trainer can offer for licensing credit: Specialty, Beginner, Intermediate, or Advanced. The requirement for each of the trainer designations are spelled out in the chart on the next page taken from the Georgia Training Approval website. Enrolled participants for the 20-hour Training-for-Trainees II and III courses are the targeted audience for this project.

As a Level III trainer with both a Master’s and Doctorate degrees in Adult Education and Human Resources and Organizational Development (HROD) from The University of Georgia, I am approved through the system to offer a wide variety of provider and program administrator courses including the Training-for-Trainees courses at levels I, II, and III for licensing credit. The training approval system provides three levels of competencies for program administrators and staff positions: Beginning, Intermediate, and Advanced. The Level I Training-for-Trainees course I developed and offer includes a significant component on the development of competency based learning objectives. Included also is an awareness of the appropriate level of learning related to the Georgia Training Approval competencies which were developed in alignment with Bloom’s Taxonomy. For training to be approved through the system, it must...
<table>
<thead>
<tr>
<th>Specialty Trainer</th>
<th>Trainer I</th>
<th>Trainer II</th>
<th>Trainer III</th>
</tr>
</thead>
</table>
| Basic Requirements | 1. Trainer Orientation  
2. Two professional letters of recommendation (dated & written within previous 6 months) | 1. Bachelor’s degree with a major/minor consistent with the specialty area OR  
2. Bachelor’s degree (any field) and a professional license or credential relevant to the specialty area | 1. Bachelor’s degree in Early Childhood Education or Child Development OR  
2. Bachelor’s degree with 225 clock hours of ECE/CD-related coursework | 1. Graduate degree in Early Childhood Education or Child Development OR  
2. Graduate degree with 225 clock hours of graduate-level ECE/CD-related coursework |
| Education | 1. Bachelor’s degree in Early Childhood Education or Child Development OR  
2. Bachelor’s degree with 225 clock hours of ECE/CD-related coursework | 1. Bachelor’s degree in Early Childhood Education or Child Development OR  
2. Bachelor’s degree with 225 clock hours of ECE/CD-related coursework | 1. Bachelor’s degree in Early Childhood Education or Child Development OR  
2. Bachelor’s degree with 225 clock hours of ECE/CD-related coursework | 1. Bachelor’s degree in Early Childhood Education or Child Development OR  
2. Bachelor’s degree with 225 clock hours of ECE/CD-related coursework |
| Adult Learning | 40 hours of adult learning | N/A | 1. Training for Trainers I, 40 hours AND  
2. TFT II, 20 hours AND  
3. TFT III, 20 hours |
| Training for Trainers (TFT) | N/A | Training for Trainers I, 40 hours | 1. Training for Trainers I, 40 hours AND  
2. TFT II, 20 hours AND  
3. TFT III, 20 hours |
| Experience | 3 years of experience relevant to specialty area as documented on a résumé | 3 years of early care and education experience as documented on a résumé | 3 years of early care and education experience as documented on a résumé | 3 years of early care and education experience as documented on a résumé |
| Professional Development | N/A | N/A | Provided professional development for adults for at least 30 hours | Provided professional development for adults for at least 50 hours |
| Permitted Training Levels | Approved specialty area, beginning level only | 1. Beginning level  
2. Intermediate level (with having completed TFT II) | 1. Beginning level  
2. Intermediate level  
3. Advanced level (with having completed TFT III) | 1. Beginning level  
2. Intermediate level  
3. Advanced level |

Table 1 *("Georgia Training Approval Reference Guide," 2015)*
reflect the correct competency level consistent with the training level (beginning, intermediate, or advanced) being sought through the system. For example, a “Beginning” level training should reflect a basic “understanding of a concept and demonstration of developing skills and might involve opportunities for recall, imitation, and trial/error” ("Georgia Training Approval Reference Guide," 2015) Likewise, Intermediate and Advanced level trainings submitted for approval should have learning objectives aligned with more complex application of concepts, modifications or the creation of new solutions, respectively.

Learning objectives are critical to the design of instruction, guiding the design, content selection and development of instructional strategies for the training (Caffarella, 2002; Lawson, 2009). In the case of independent trainers working in the field, they are typically a one person operation. Not only do they determine needs, but also act as a designer, developer, trainer, and evaluator for the courses they offer. Therefore, it is important that they fully understand that properly developed learning objectives are not only a critical aspect for approval through the system, but also form a framework for the development of effective training courses. Very often, state approved Level I trainers arrive at my Training for Trainers II courses with little knowledge about how to develop proper learning objectives, and even less knowledge about how other aspects of the training should be in alignment with those objectives. On occasion, I have the same happen at the Level III Training for Trainers course. It is essential in the advanced levels II and III courses for participants to arrive with at least basic knowledge and skills related to the development and use of learning objectives. Time is not allotted in the 20-hour courses for covering this component.

To gain another view of this situation, contact was made with the Director of the Georgia Training Approval System regarding the primary issues that resulted in deferral of trainings
submitted for approval. Her response indicated that Level I training deferral was most often caused by logistical issues such as incomplete applications. However, Level II and Level III trainings were most often deferred because of a lack of indicators that the activities and assessments were inconsistent with the goals and the objectives of the training. She also pointed out that participant activities and discussion points often did not provide sufficient support for the content level, nor did they involve the learner in a meaningful way. Because the Training Approval System provides specific position-based competencies to be met at the Beginning, Intermediate, and Advanced levels, she indicated that there seemed to be a “misfire” between the stated learning objective, subsequent activities, and the indicated competencies.

An examination of the variety of ways one can be initially be approved as a Trainer I revealed a number of gaps in the system that may lead to an individual being approved without being introduced to learning objectives or the program planning process. The first is that the individual may be employed by a state agency, college, university or other organization that obtains approval to offer courses. When this happens, that institution or agency accepts responsibility for approving or appointing their own trainers. Each has its own approval or appointment policies and processes which may or may not include knowledge of program development. Secondly, there are a number of people within the state that offer a 40-hour Training for Trainers I course. It is possible that writing and using learning objectives was not covered adequately in the initial course if they took it. It is also possible that it was covered, but not effectively, or that the “learning just didn’t stick,” and they simply forgot what they were taught. A third issue is that the Training Approval System is also allowing trainer candidates to meet the 40-hour adult education component with a variety of college courses previously taken, including speech, human development, and communications. It is not likely that these types of
courses include content on curriculum or program development that would have introduced the development of learning objectives. Because these gaps exist, it is not surprising to have participants arrive at higher level Training-for-Trainers courses without knowledge and experience in writing and using learning objectives, a necessary entry level skill for the 20-hour Level II and III courses. The addition of a pre-course assessment for all registrants for advanced level Training-for-Trainers courses will provide an indication of how knowledgeable each participant is regarding the development and use of appropriate learning objectives prior to the beginning of the course. This will allow the instructor to make a recommendation for remediation, if necessary.

**Gap Analysis**

Dick, Carey, and Carry (2015) state that “The logic of needs assessment can be summarized as a simple equation: Desired status – Actual status = Need” (p. 23). The desired status for participation in the advanced level Training for Trainers courses is to possess the cognitive knowledge and ability to develop learning objectives according to the ABCD model. The actual status is that approximately 15 to 20 percent of the learners arrive at the courses without that pre-entry knowledge. There is a need for a method to ensure that those who do not have the knowledge and skill to develop appropriate learning objectives have an opportunity to obtain the knowledge and skills prior to the beginning of the course. Is this a training issue? My answer is that it can be. There is little chance that the Georgia Training Approval System will change the trainer approval process, as one state agency cannot oversee another’s operations, so the entity approval process will remain. The substitution of college courses for the 40-hour Training-for-Trainer’s course was a concession on the Training Approval System’s part to ensure that there were alternate ways to meet the 40-hour adult education requirement. It falls upon the
consultants that provide the training to develop and manage their own Training-for-Trainners courses, and also to deal with the unique issues that arise as a result of the trainer approval process.

Gap Analysis

<table>
<thead>
<tr>
<th>Desired State</th>
<th>100% of participants enrolled in Training-for-Trainers II and III courses possess the knowledge and skills necessary to create correctly formatted learning objectives using the “Audience, Behavior, Condition, Degree” (ABCD) model.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current State</td>
<td>80-85% of participants enrolling in Training-for-Trainers II and III courses possess the knowledge and skills necessary to create correctly formatted learning objectives using the “Audience, Behavior, Condition, Degree” (ABCD) model.</td>
</tr>
<tr>
<td>Need</td>
<td>15-20% of the target audience is in need of remediate instruction on the creation and use of correctly formatted learning objectives using the “Audience, Behavior, Condition, Degree (ABCD) model.</td>
</tr>
</tbody>
</table>

Table 2. Gap analysis

Problem Statement

Approximately 15-20% of learners arrive at the advanced level Training-for-Trainers II and III courses without the necessary prerequisite knowledge and skills to develop appropriately stated learning objectives needed to guide intermediate and advanced level program development. This is entry knowledge that is essential for the development of advanced level classes.

Goal Statement

As discussed earlier, the cause of this issue, trainers arriving at advanced level courses lacking the knowledge and skills to develop properly formatted learning objectives, is an outcome of the Training Approval System’s approval process. However, that outcome has becomes my problem to work with as an independent consultant. My goal for this project is to ensure that all participants enrolling in Georgia approved Training-for-Trainers II and III courses
possess adequate entry level skills related to the development of properly formatted performance objectives. Participants will be able to construct correctly formatted learning objectives using the “Audience, Behavior, Condition, Degree” (ABCD) model. These learning objectives will serve as a framework for the creation of training content, activities, assessment, and evaluation processes that are in alignment and consistent with the training goals.

**Learning Domain**

Dick, Carey, and Carey (2015) describe intellectual skills as those that “require the learner to do some unique cognitive activity” (p. 43). The creation of properly formed learning objectives will require participants to comply with the ABCD model rules by initially identifying their target audience. Participants will also be discriminating among the Georgia Training Approval System’s Professional Development Competencies, appropriate actions and behaviors, determining conditions under which the behaviors will be demonstrated, and establishing a measurable degree of completion that is acceptable. In doing so, participants will be using intellectual skills in solving a problem by creating learning objectives that not only follow the rules of the ABCD model, but also can be consistently aligned with Bloom’s Taxonomy around which the Georgia Training Approval System has developed three levels of competencies for administrators and care providers.
Creating Behavioral Objectives Consistent with Georgia Training Approval Competencies Using the "ABCD" Model

1. Review course instructional goal
2. "A" Determine Audience for Instruction
3. "B" Determine Appropriate Observable Behavior
4. Practice, review and feedback
5. Is behavior consistent with chosen competency?
6. "C" Add Conditions under which behavior will occur
7. "D" Add Degree of proficiency
8. Write learning objective using ABCD order that works best for the learning outcome
9. Practice, review and feedback
10. Final Review Are the competency, domain, level of learning, and learning objectives in alignment

Cognitive - Levels and action words
Psychomotor - Levels and action words
Affective - Levels and action words

Resources: Bloom's Taxonomy

Select the appropriate Bloom's domain and level of knowledge that aligns with competency

Select appropriate competency from those provided by GA Training Approval System

Working knowledge of the GA Training Approval Process
Working knowledge of the GA Training Approval Competencies
Working knowledge of Bloom's Taxonomy domains of learning
Target Population

It is critical that we consider the target population for any training as we work through the design and development phase. Interviews conducted with past and potential participants in the Training-for-Trainees II and III courses, and a review of trainer profiles provide insight into who the target population for this instruction is. The intended audience for this training will be participants registered for Georgia Training Approval System approved Training-for-Trainers Level II and Level III courses. The participants will be Level I approved trainers who are eager to upgrade their training approval level so they can teach higher level Intermediate and Advanced courses in great demand for center quality rating through the state. Being approved as a Level I trainer, most of the potential participants for this course have earned at least a Bachelor’s degree, have at least three years of experience in the ECE field, and have navigated the system to gain approval for at least one training course. Participants will have entry skills that include a working knowledge of the Training Approval System, its guidelines, the Professional Development Competencies, and Bloom’s Taxonomy as it relates to gaining training approval. All of these resources will have been used gaining approval for previously submitted courses. This will be a multi-generational and multi-cultural, varied background group of primarily female learners with a scattering of male learners. Courses normally register between eight and 20 learners and typically 3-5 of those participants lack the knowledge necessary to develop learning objectives and require additional instruction in that process.

A review of the trainer and approved training database housed on-line reveals the vast majority of potential participants for this course will be employed by an agency or organization that provides child care services, or support-services for child care providers. They are typically
part-time trainers with full-time jobs elsewhere in the industry. Although participants will be experienced in the development and delivery of training to ECE providers and administrators, there will be a broad range of experience levels, learning preferences, perspectives on the development of training, and philosophy toward teaching adult learners. Application of the skills to be learned in this course should support the learners’ ability to avoid training application deferrals resulting in time-consuming revisions to meet the system’s approval guidelines for alignment of objectives, activities, and outcomes. Table 3 summarizes data sources and learner characteristics.

<table>
<thead>
<tr>
<th>Information Category</th>
<th>Data Source</th>
<th>Learner Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entry skills</td>
<td>• GA Training Approval System</td>
<td>• Working knowledge of the GA Training Approval Process</td>
</tr>
<tr>
<td></td>
<td>• Interviews with past participants</td>
<td>• Working knowledge of GA Training Approval Process and Competencies</td>
</tr>
<tr>
<td></td>
<td>• Interviews with potential participants</td>
<td>• Working knowledge of Bloom’s Taxonomy</td>
</tr>
<tr>
<td>2. Previous experience in</td>
<td>• GA Training Approval System</td>
<td>• Minimum 3 years</td>
</tr>
<tr>
<td>field</td>
<td>• Interviews with past participants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interviews with potential participants</td>
<td></td>
</tr>
<tr>
<td>3. Formal education</td>
<td>• GA Training Approval System</td>
<td>• Minimum Bachelor’s Degree</td>
</tr>
<tr>
<td></td>
<td>• Interviews with past participants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interviews with potential participants</td>
<td></td>
</tr>
<tr>
<td>4. Motivation for</td>
<td>• Interviews with past participants</td>
<td>• Responding to demand for more advanced level training</td>
</tr>
<tr>
<td>participation</td>
<td>• Interviews with potential participants</td>
<td>• Upgrade in own ability to offer more advanced training</td>
</tr>
<tr>
<td>5. General learning</td>
<td>• Interviews with potential participants</td>
<td>• Wide variety of learning preferences</td>
</tr>
<tr>
<td>preferences</td>
<td>• Interviews with potential participants</td>
<td></td>
</tr>
<tr>
<td>6. Attitude toward delivery</td>
<td>• Interviews with potential participants</td>
<td>• Past positive experiences regarding on-line learning and its convenience</td>
</tr>
<tr>
<td>system</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Learner Characteristics
Performance and Learning Contexts

Performance Context

The context in which the learner will ultimately be using the skills to be taught is always an important consideration. In this case, that context will be as varied as the number of learners who participate. Although some learners will be registered for the training based on their employer’s desire that they provide more advanced level training, the vast majority will be independent contractors wishing to update and upgrade the services they provide. In the latter case, it is the learner’s own self-motivation that will fuel the desire to gain more knowledge about the process. These learners will use the skills in various sites, some working at home, others in busy child care programs, and still others in an office at a resource and referral site, social services, hospital, or state agency. In this field, training teams are not the norm, it is more typical that the individual who is designing the training program is also the subject matter expert (SME), developer, assessor, facilitator, evaluator, and logistics manager. Often that individual has been told to develop a training on XYZ to meet a perceived need by a client or supervisor, or perhaps has perceived an apparent need in the field for a topic. Working alone, this individual will typically design, develop, and submit their training to the system for approval without any front-end analysis, piloting, testing, or even previewing it with another individual. Once an approval letter is received, they are ready to offer the training to the field, untested. Because the process they follow is somewhat superficial, it is critical that they receive comprehensive instruction and experience in design and development processes so that they can elevate their ability to make sound decisions regarding the trainings they develop.
Learning Contexts

Learning context analysis typically examines four aspects of the learning environment: the site’s compatibility with the instructional requirements, the ability to adapt the environment to simulate the workplace, the ability to use a variety of instructional strategies and approaches, and constraints that may affect instructional design and delivery (Dick et al., 2015). This asynchronous online course will be housed on the Udemy platform that currently hosts over 30,000 courses offered to the public at no charge or for a tuition fee. Udemy courses are not offered for college credit, but do provide certificates of completion, some of which can be used for technical certifications. There is no charge for hosting the course, however if courses are promoted by Udemy or an affiliate and fees are charged, a percentage is retained by Udemy or the affiliate. This seems to be an ideal site for this course, as it is easily accessible through the Internet, there are currently no fees involved for hosting a tuition-free course, and no fees to register as a learner.

Because the intended participants can use the site from their home or workplace, it is convenient for them. There is no need to simulate the workplace, as they will be working in their normal workplace as they take the course. Learners will have access to all of their own resources, using the technical equipment that they would normally use to develop a course. The Udemy platform is interactive, allowing learners to download handouts, take notes, view videos and graphics, hear audio, and answer quiz questions. Courses are normally developed in numerous short segments, typically from two to ten minutes in length. Learners can pause at any point in the learning to complete an assignment and submitted it, or return to a segment to review it, then move on to the next segment in the course. The Udemy platform is also quite simple to use and does not require the downloading of extraneous software, and it is accessible on a variety
of types of devices. For the learner that is new to E-learning, there may be a learning curve, however tutorials are available, and as always there may be individual technical issues related to the devices and Internet being used to access the course. Udemy does appear to be one of the best solutions for hosting this course.
Skills, Objectives and Assessment Items

**Terminal Objective:** Participants will be able to construct at least three correctly formatted learning objectives, using the “Audience, Behavior, Condition, Degree” (ABCD) model, Bloom’s Taxonomy, and the GA Training Approval Professional Development Competencies as resources.

<table>
<thead>
<tr>
<th>Instructional Analysis Steps</th>
<th>Subordinate Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review course instructional goal</td>
<td>Given an instructional goal, the learner will be able to analyze the goal and identify a target audience for the instruction.</td>
</tr>
<tr>
<td>2. Determine audience for instruction</td>
<td></td>
</tr>
<tr>
<td>3. Determine appropriate observable behavior</td>
<td>Given the GA Professional Development Competencies, the learner will be able to identify at least one competency that aligns with the intended instructional goal.</td>
</tr>
<tr>
<td>3.1 Select appropriate competency from those provided by the GA Training Approval System</td>
<td></td>
</tr>
<tr>
<td>3.2 Select the appropriate Bloom’s Taxonomy domain and level of knowledge that aligns with selected competency</td>
<td>Given an identified Professional Development Competency, the learner will be able to identify from Bloom’s Taxonomy, a fitting domain of learning and level of knowledge.</td>
</tr>
<tr>
<td>3.3 Using provided verb list, select action word that demonstrates competence</td>
<td>Given the Professional Development Competency and Bloom’s domain of learning, the learner will be able to select an appropriate action word (verb).</td>
</tr>
<tr>
<td>4.0 Practice, instructor review with feedback</td>
<td>After determining audience, Professional Development Competency, Bloom’s Taxonomy Level, and action word learner proposes sections A &amp; B of the objective and submits to instructor for review.</td>
</tr>
<tr>
<td>5.0 Decision point - Check alignment between chosen competency, domain, level of learning, and action word</td>
<td>Given a competency, domain and level of learning, and action word, the learner will evaluate for agreement among the elements.</td>
</tr>
<tr>
<td>If alignment is confirmed, continue to next step, if not, return to step 3.</td>
<td></td>
</tr>
<tr>
<td>6.0 Add conditions under which behavior will occur</td>
<td>Given a behavior, the learner will be able to determine fitting conditions under which the behavior will be performed.</td>
</tr>
<tr>
<td>7.0 Add degree of proficiency</td>
<td>Given a behavior and the conditions under which it will be performed, the learner will be able to identify a degree of acceptable performance.</td>
</tr>
<tr>
<td>8.0 Write learning objective using “ABCD” model order that works best for the learning outcome</td>
<td>Using the “ABCD” model, the learner will create a properly formatted learning objective.</td>
</tr>
<tr>
<td>9.0 Practice, instructor review with feedback</td>
<td>After developing a formatted learning objective, learners submits the objective to instructor for review and feedback.</td>
</tr>
<tr>
<td>10. Decision point – Check alignment between competency, domain, level of learning, and learning objective</td>
<td>Given a competency, domain, level of learning, learning objective, the learner will assess for agreement among the elements.</td>
</tr>
</tbody>
</table>
11. Learner completes End-of-Course Mastery test.

Table 4 Instructional Analysis Correlated to Learning Objectives

**Correlated Skills, Objectives, and Assessment**

<table>
<thead>
<tr>
<th>Performance Skill</th>
<th>Objective</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infer and describe the intended learner or end user of the instruction.</td>
<td>Given an instructional goal, the learner will be able to analyze the goal and identify a target audience for the instruction.</td>
<td>Self-assessment And Post Course Mastery test</td>
</tr>
<tr>
<td>Identify the competence area that the instructional goal fits into.</td>
<td>Given the GA Professional Development Competencies, the learner will be able to identify at least one competency that aligns with the intended instructional goal.</td>
<td>Self-assessment And Post Course Mastery test</td>
</tr>
<tr>
<td>Using provided resource, identify domain: Cognitive, Psychomotor, or Affective and level of learning within the domain.</td>
<td>Given an identified Professional Development Competency, the learner will be able to identify from Bloom’s Taxonomy, a fitting domain of learning and level of knowledge.</td>
<td>Self-assessment And Post Course Mastery test</td>
</tr>
<tr>
<td>Identify a behavior and corresponding observable action word that is descriptive of the behavior</td>
<td>Given the Professional Development Competency and Bloom’s domain of learning, the learner will be able to select an appropriate action word (verb).</td>
<td>Self-assessment And Post Course Mastery test</td>
</tr>
<tr>
<td>Evaluate agreement between competency, domain and level of learning, and action word.</td>
<td>Given a competency, domain of learning, and action word, the learner will evaluate for agreement among the elements.</td>
<td>Self-check of alignment between chosen competency, domain and level of learning, and action word. Submit worksheet to instructor for review and feedback</td>
</tr>
<tr>
<td>Describe equipment, tools, or environmental conditions under which the behavior will be performed</td>
<td>Given a behavior, the learner will be able to determine fitting conditions under which the behavior will be performed.</td>
<td>Self-assessment And Post Course Mastery test</td>
</tr>
<tr>
<td>State the standard for acceptable performance (time, accuracy, proportion, quality, quantity, etc.)</td>
<td>Given a behavior and the conditions under which it will be performed, the learner will be able to identify a degree of acceptable performance.</td>
<td>Self-assessment And Post Course Mastery test</td>
</tr>
<tr>
<td>Generate a properly formatted learning objective.</td>
<td>Using the “ABCD” model, the learner will create a properly formatted learning objective.</td>
<td>Worksheet submitted to instructor for review and feedback</td>
</tr>
</tbody>
</table>
Evaluate agreement between competency, domain and level of learning, action word, and learning objective.

<table>
<thead>
<tr>
<th>Learning Component</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| Pre-instructional Activities        | • Post-registration personal letter of introduction to participants that welcomes them to the course, describes logistical arrangements, learning objectives, expected outcomes, and providing pre-exposure to the content, and purpose as well as a link to a pre-test.  
  • Pre-test provides opportunities for participants to demonstrate knowledge related to the creation and use of learning objectives.  
  • Invitation will be sent to all participants requesting they participate in the online asynchronous review on the topic of the creation and use of learning objectives to participate in the on-line course prior to the Training for Trainers II or III course.  
  • Course opening – instructor introduces self and topic to be covered during the training session  
  • Gain attention - Short discussion about difficulties some have with writing learning objectives and how this session should clarify questions the learners have.  
  • Review of course learning objectives                                                                                                                    |
| Content Presentation                | • **Content 1 – Who is your learner?**  
  • Learning guidance – What do you know about your learner? How do you know that?  
  • Learner participation – Activity – determine who the learner is use the worksheet  
  • **Content 2 – What competency does this fall under?**  
  • Learning guidance – review of Professional Development competencies  
  • Learner participation – Activity – determine the competence area, and a competency using worksheet  
  • Assessment – self-assessment using the worksheet                                                                                                       |

Table 5: Correlated Skills, Objectives, and Assessment

**Instructional Strategy**
<table>
<thead>
<tr>
<th>Content 3 – What domain and level of learning is this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning guidance – Review of Bloom’s Taxonomy domains of learning and levels. How does this tie into the level of the training you propose to develop?</td>
</tr>
<tr>
<td>Learner participation – Activity – determine the domain and level of learning you propose to design, develop and offer</td>
</tr>
<tr>
<td>Assessment – Self-assessment, using worksheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content 4 – Action words…outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning guidance – Using the competency, domain, and level of learning you have chosen, what action do you propose for the learners? Choose an action word.</td>
</tr>
<tr>
<td>Learner participation – Activity determine an action word that fits with the competency, domain and level of learning.</td>
</tr>
<tr>
<td>Assessment – Self-assessment using worksheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content 5 – Does this all agree?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning guidance – Does all of this agree? Does the chosen action word (verb) fit the domain and level of learning you intend? Does it fit within the chosen competency?</td>
</tr>
<tr>
<td>Learner participation –Self-assessment -Evaluate where they are so far, if it doesn’t work, go back and make adjustments. Submit to instructor for review and feedback</td>
</tr>
<tr>
<td>Assessment - If it aligns move on to the next step, if not repeat the process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content 6 – Under what conditions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning guidance – Determine the circumstances under which the learner will perform the activity? What resources, tools, technology, time span, etc. will be in place?</td>
</tr>
<tr>
<td>Learner participation – Determine conditions under which the learner will perform.</td>
</tr>
<tr>
<td>Assessment – Self-assessment using worksheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content 7 – To what degree?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning guidance-Determine how well the learner must perform.</td>
</tr>
<tr>
<td>Learner participation –Determine at what degree of proficiency the task will be accomplished.</td>
</tr>
<tr>
<td>Assessment – Self-assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content 8 – Putting it all together.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning guidance – Determine how you want to state the objective.</td>
</tr>
</tbody>
</table>
Learner participation – Using the chosen components, the learner creates a learning objective according the “ABCD” model.

Assessment – Self assessment

Content 9 – Review – again does this all agree?

Learning guidance – Does all of this agree? Does the chosen action word (verb) fit the domain and level of learning you intend? Does it fit within the chosen competency? If a person performs to this degree under these conditions, does that meet expected outcomes?

Learner participation – self-assessment and submit to instructor for review and feedback

Assessment - Post- course mastery test – provide authentic assessment related to the creation of learning objectives

Follow-through

Provide job aids

Review concepts in the Training for Trainers classes to follow, use similar terms and job aids

End of course input and feedback

Table 6 -

Summary of Material Development

Formative Assessment Procedures

Unlike summative assessments that evaluate participant learning according to a benchmark, formative assessments monitor learner understanding. This process allows instructors to improve the effectiveness of the instruction in real time. Several assessment measures will be used including self-assessment with review and feedback, alternative formal assessment, and an end-of course mastery test. Since this course is only one hour of actual instruction, there are limited opportunities for formative assessment. The table below provides the details,

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
</tr>
</thead>
</table>


Pre-course Assessment
Completed by learners prior to the course beginning this ten question fixed response exercise will provide baseline information regarding learners’ knowledge and skills regarding the construction and use of learning objectives.

Self-Review with feedback and Alternative Formal Assessment
Learners will complete a self-review of work during the instruction using a self-review worksheet that includes an alternative formal assessment that will be submitted to the instructor. The instructor will review the submission and provide feedback to the learner regarding the work submitted. This will occur at least twice during the instruction.

Post-Course Assessment
Completed by learners at the end of the course, this assessment will have two parts. The first is a ten question fixed response that will align with questions in a somewhat similar fashion to those comparable to the Pre-course assessment. This will provide a comparison between pre and post-course knowledge. Part two of this assessment will include a five part constructed response component that requires the learner to demonstrate their knowledge and skill in selecting the correct Professional Development Competency, and creating three learning objectives at different levels according Bloom’s Taxonomy.

Table 7: Assessment Measures

**Summative Evaluation Plan Components**

**Introduction:**

The principal purpose of a course evaluation is to improve course content and instructional practice in ways that enhance participant learning. Course evaluations can take multiple forms and serve various goals. Whether done offline or online, anonymously or incentivized, the two most common goals are to gather subjective data on the instructor and the course itself (Oosterhof, Conrad, & Ely, 2008). Keeping the course goals in mind throughout the planning and implementing of evaluation efforts is the key to capturing quality data through any surveying efforts (Clark & Mayer, 2008). Evaluation efforts should always focus on what it is that the planners what to know (Caffarella, 2002). Is the focus on the quality of the instructor or the quality of the course, or both? This evaluation will include the collection of both quantitative
and qualitative data in a variety of ways. Data collection will include self-reports, instructor observation, a focus group, and semi-structured telephone interviews.

The following narrative provides a description and details of the various aspects of a one-hour asynchronous on-line course with a focus on the development of appropriately stated learning objects using the “ABCD model.” The narrative includes background information, proposed purpose and questions to be answered, primary and secondary audiences, methods of data collection, those who will participate in the evaluation, sample instruments, timeline, limitations, logistics, and a proposed budget.

The principal investigator, program designer and instructor for this program is Dr. Terrie Buckner who has an extensive background in Adult Education, and Professional Development in the fields of Early Care and Education and Social Services. She has co-authored two Center Director Credential programs currently in use nationwide and was a founding contributor to the design of the Georgia Training Approval System. In addition, Dr. XYZ, a leading expert in on-line course evaluation from Georgia State University will serve as the expert evaluator to review processes, provide development feedback, data analysis, and write the final report.

Background:

This asynchronous interactive one-hour course is designed to provide basic instructions and practice in creating properly formatted learning objectives using the “ABCD” method. The course was developed for use with trainers working in the field of Early Care and Education (ECE). Training providers practicing in the field in Georgia must submit training through the Georgia Training Approval System. Funded by the state and housed at The University of Georgia’s Center for Continuing Education, the system reviews and endorses or defers training
prior to it being presented. The purpose of this course is to ensure that trainers that arrive at advanced level Training-for-Trainees courses possess entry skills that include the development of properly formatted learning objectives needed to complete the course. Doing so will eliminate the need to spend extra time teaching this skill during the advanced level courses and improve the quality of training being developed and submitted for approval. In addition it should reduce the number of training deferrals related to a mismatch between learning objectives and activities issued by the Training Approval System, and reduce the amount of time needed to remediate learning objective development during the advanced instructor led Training for Trainers sessions.

**Purposes and Questions:**

The purpose of this evaluation is primarily to determine revisions and refinements necessary to enhance effectiveness. Additionally, the outcomes could provide documentation to win commitment and support for future online training endeavors. It is planned that the data gathered will answer the following questions:

- How well did participants like the course?
- How relevant was the course to participants’ needs?
- What changes in performance can be seen from pre-training to post-training?
- To what degree did participants meet the desired terminal behavior?
- Were participants able to apply knowledge and skills on the job?
- What factors helped or hindered their performance?
- What can be done to strengthen performance enhancers and reduce performance inhibitors?
- How effective was the delivery method?
- How effective was the design in supporting the objectives?
Audiences:

Primary audiences
  o Course developer/Trainer who offers the advanced level Training-for-Trainers courses
  o Course Participants

Secondary audiences
  o Georgia Training Approval System
  o The Georgia Center for Continuing Education (UGA)
  o Bright From the Start (agency funding approval system)

Decisions:

• How will unanticipated outcomes be dealt with?
• If learners do not perform adequately on the end-of-course mastery test, can they continue involvement in the advanced level Training-for-Trainers course? If so, how will this shortcoming of knowledge and skills be managed in the advanced courses?
• Should it be found that the program failed to achieve its goal, what event or evidence led to the program being judged a failure?
• If students did not remain engaged during the course, what needs to be changed?
• What recommendations should be made for current and future plans to improve the effectiveness of the program?
• Was there enough foundation content in each section to build subsequent content presentations?
• Was the instructor perceived as being helpful, if not what can be done to improve interaction with the learners?

• Is there a need for more hands-on instruction, if so how can this be remedied?

Methods:

Program evaluation is a process used to determine whether the design and delivery of a program are effective and whether the program’s goals have been met. One of the most widely known models for evaluating training is the Kirkpatrick model which will form the basis for evaluation of this program. A brief description of the model’s four levels is provided below, followed by an overall evaluation plan that corresponds to Kirkpatrick’s levels of evaluation and the questions to be answered.

• **Level 1**: Reaction – To what degree participants react favorably to the training

• **Level 2**: Learning – To what degree participants acquire the intended knowledge, skills, attitudes, confidence and commitment based on their participation in a training event.

• **Level 3**: Behavior – To what degree participants apply what they learned during training when they are back on the job.

• **Level 4**: Results – To what degree targeted outcomes occur as a result of the training event and subsequent reinforcement (Kirkpatrick-Partners, 2015)
<table>
<thead>
<tr>
<th>Level</th>
<th>Question to be Answered</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is the participant’s entry level skill</td>
<td>Pre-test</td>
</tr>
<tr>
<td>1</td>
<td>How comfortable were participants? Did they like the course?</td>
<td>End of course evaluation sheet.</td>
</tr>
<tr>
<td>1</td>
<td>How relevant was the course to participants’ needs?</td>
<td>End of course ratings.</td>
</tr>
<tr>
<td>2</td>
<td>What changes in performance can be seen from pre-training to post-training?</td>
<td>Comparison of outcomes from course pre and post-tests.</td>
</tr>
<tr>
<td>2</td>
<td>To what degree did participants meet the desired terminal behavior?</td>
<td>Outcomes from end of course mastery test</td>
</tr>
<tr>
<td>3</td>
<td>Were participants able to apply knowledge and skills on the job?</td>
<td>Telephone interviews 30 days after the end of the course.</td>
</tr>
<tr>
<td>3</td>
<td>What factors helped or hindered their performance?</td>
<td>Telephone interviews 30 days after the end of the course</td>
</tr>
<tr>
<td>3</td>
<td>What can be done to strengthen performance enhancers and reduce performance inhibiters?</td>
<td>60, days post-course focus group</td>
</tr>
<tr>
<td>4</td>
<td>To what degree has the training impacted the time spent on remediation of the creation of learning objectives in the advanced Training-for-Training sessions?</td>
<td>Trainer observations made by instructor during the advanced Training-for-Trainers courses.</td>
</tr>
<tr>
<td>1-4</td>
<td>How effective is the delivery method?</td>
<td>Review by an expert on technological aspects of course</td>
</tr>
<tr>
<td>1-4</td>
<td>How effective is the design in supporting the objectives?</td>
<td>Review by an expert to include an evaluation of content, methods, media, and strategies.</td>
</tr>
</tbody>
</table>

Sample:

- Learners - all registrants for the advanced level Training-for Trainers II and III courses.
- Developer – Terrie Buckner, EdD
- Trainer – Terrie Buckner, EdD
- Expert Reviewer/Evaluator – Dr. XYZ, Georgia State University
Instrumentation and Timeline:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Evaluation Instrument/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 days prior to beginning of 20 hour TFT Course</td>
<td>Welcoming letter to participants with logistical information and link to pre-test. Learners take pre-test</td>
</tr>
<tr>
<td>End of course</td>
<td>End of course mastery test (post-test)</td>
</tr>
<tr>
<td></td>
<td>End of course evaluation (Level 1)</td>
</tr>
<tr>
<td>30 days post-course</td>
<td>Semi-structured telephone interview with participants to determine if they have been able to use what they learned, and if not what has prevented them from doing so? Training-for-Trainers advanced course instructor’s observations made during the advanced course.</td>
</tr>
<tr>
<td>60 days post-course</td>
<td>On-line focus group to gain insight into what can be done to strengthen performance enhancers and reduce performance inhibitors related to application of the learning</td>
</tr>
<tr>
<td>60-90 days post-course</td>
<td>Expert review of delivery method and design effectiveness related to supporting the objectives?</td>
</tr>
<tr>
<td>90 days post-course</td>
<td>Final evaluation instrument distributed to participants via Survey Monkey.</td>
</tr>
<tr>
<td>120 days</td>
<td>Summary report completed, reviewed, and distributed post course.</td>
</tr>
</tbody>
</table>

Limitations:

The outcomes from this evaluation are limited in scope to the group of previously described participants who are approved as Level 1 trainers through the Georgia Training Approval System. The vast majority of the participants function as trainers on a part-time basis while holding full-time positions in Early Care and Education or a related field. Four advanced level courses are planned for the upcoming year with a maximum of 20 participants per course, resulting in a maximum of 80 participants annually. The limited size and specialty area of this
population will prevent outcomes from being applied to the general population, and of course, self-reported data in course evaluations has any number of limitations, as pointed out by Stark and Freishat (2014). In general, ratings on course evaluations do not mean the same to all learners. What is considered by one learner to be “excellent” may only be “very good” to another. What one learner considers “very challenging” may be “not very challenging” to another, limiting the reliability of quantitative data. Therefore, an effort will be made to also collect qualitative data where feasible.

Logistics:

The course is to be built using Udemy’s course builder software system and housed on the Udemy web site. All courses undergo an extensive review by a review committee prior to publication to ensure the course meets Udemy’s rigid standards. The end-of course evaluation will be managed through Udemy’s standard course evaluation system that produces and provides both quantitative and qualitative course data to the owner of the course.

Budget:

The budget for this evaluation is minimal. By using free programs available online such as Udemy and Survey Monkey, and the developer/instructor’s own knowledge and skills in program development, the only remaining cost will be that associated with contracting with an expert evaluator to review the collected data and write the summary report. The cost on doing so should run approximately $1500 - $2,000 and can be absorbed through tuition charged for the advanced Training-for-Trainers courses.


Appendix A

Pre-Course Assessment

Dear Course Registrant:

I am pleased you have registered for this course. To help us better understand your needs related to entry skills for the advanced Training-for-Trainers course, please take a few minutes to complete this pre-course assessment related to the development of learning objectives. Begin by typing in your name into the space provided. There are ten multiple choice questions to be completed and there is only ONE best answer for each. When you have completed the assessment, click on the submit button.

1. What does the “C” stand for in the “ABCD” model for creating learning objectives?
   a. Character
   b. Condition
   c. Create
   d. Criteria

2. Is the following statement a properly formatted learning objective according to the “ABCD” model? At the end of the course, participants will know the difference between program objectives and learning objectives.
   a. Yes
   b. No

3. Why are learning objectives important?
   a. They provide the instructor with the goal of the teaching-learning process.
   b. They tell students what to learn.
   c. They provide a general outline of the course.
   d. They contain test questions.

4. Which of the following action-words would be inappropriate to use in a learning objective?
   a. Evaluate
   b. Understand
   c. Compare
   d. Select

5. Which of the following statements is a properly formatted learning objective according to the “ABCD” model?
   a. The learners will demonstrate transition activities.
   b. The learners will know how to create a transition plan
   c. The learners will list three benefits of using transition activities with young children.
   d. The participants will be able to categorize transition activities.
6. Bloom’s “Taxonomy of Educational Objectives” was divided into three domains. What were they?
   a. Affective Psychological, and Cognitive
   b. Assertive, Psychomotor and Cognitive
   c. Affective, Psychomotor, and Cognitive
   d. Affective, Psychomotor, and Creative

7. In Bloom’s “Cognitive Domain,” which level would be considered as being the lowest level?
   a. Analysis
   b. Comprehension
   c. Knowledge
   d. Application

8. What is the difference between a goal and an objective?
   a. Goals are broad, objectives are narrow
   b. Goals are specific, objectives are general
   c. Goals are short-term, objectives are long-term
   d. Goals are measurable, objectives are not

9. In the education process, objectives are of benefit to what?
   a. Teaching
   b. Learning
   c. Assessment
   d. All three

10. Which statement about the Georgia Early Care and Education Professional Development Competencies is false?
    a. The CEC, SAC, and ADM competencies provide both levels and indicators.
    b. The competency areas have little significance to the training development process.
    c. The ECE, SAC, and ADM competencies are broken down into Beginning, Intermediate and Advanced levels.
    d. Learning objectives should be aligned with the competency goal
Appendix B

Post-Course Mastery Test

Begin by typing your name in the space provided. Part one contains ten multiple choice questions to complete. There is only ONE best answer for each question. Each correct multiple choice question is worth 5 points.

Part two asks that you complete five written assignments related to creating learning objectives. These questions are worth ten points each. The total possible points that can be earned is 100. When you have completed the exercises, click on the submit button.

Part 1:
1. What does the “B” stand for in the “ABCD” model? (5)
   a. Benefit
   b. Behavior
   c. Baseline
   d. Build

2. Is the following statement a properly formatted learning objective according to the “ABCD” model? Given a list of 10 statements, learners will be able to classify them according to whether they are program objectives or learning objectives. (5)

3. Which statement about the learning objectives is NOT true? (5)
   a. They can be considered guideposts for the training developer
   b. They should align with the program objectives.
   c. They are one of the last components of a training plan to be developed.
   d. The action words used should be in alignment with the level of learning.

4. Which of the following words would be inappropriate to use in a learning objective? (5)
   a. Explain
   b. Select
   c. Know
   d. Distinguish

5. Which of the following statements is NOT a properly formatted learning objective according to the “ABCD” model? (5)
   a. Following this training, participants will be able to describe at least four ways to communicate with parents.
   b. Learners will be able to demonstrate how to greet parents and children when they arrive.
   c. Participants will be able to write a summary.
   d. Learners will be able to describe in their own words, three reasons it is important to work with parents.
6. Bloom’s “Taxonomy of Educational Objectives” was divided into three domains. What were they? (5)
   a. Assertive, Psychological, and Cognitive
   b. Assertive, Psychomotor, and Creative
   c. Affective, Psychomotor, Cognitive
   d. Affective, Psychomotor, Creative

7. In Bloom’s “Cognitive Domain” which level would be described as using acquired knowledge, facts, techniques, and rules in a different way, or solving problems to new situations? (5)
   a. Analysis
   b. Application
   c. Understanding
   d. Creating

8. Of the following actions-words, which would be most appropriate to use in a learning objective if you wanted to demonstrate “understanding”? (5)
   a. Compare
   b. Recall
   c. List
   d. Label

9. If a trainer wanted to develop a course focused on increasing center administrators’ ability to retain staff, what competency area would that fall under? (5)
   a. ADM4
   b. ECE7
   c. ADM1
   d. SAC7

10. Which statement about learning objectives is true? (5)
    a. Learning objectives include job-relevant descriptions of task specifics.
    b. Learning objectives contain specifics of the desired performance, conditions, and criteria.
    c. Learning objectives are written in a conversational tone that engages learners
    d. Objectives are always worded to include significant terms that will be encountered in the learning exercises
Imagine that you have been asked to create a training on the topic of classroom discipline. Please answer the following questions and complete the tasks that follow.

1. Generally, describe the goal of the training you would develop and specifically who the audience would be for this training. (10)

2. Which Georgia Early Care and Education Professional Development Competency will this topic fall under? (10)

3. Create a learning objective at Bloom’s Level 1 – Remembering for the above training. (10)

4. Create a learning objective at Bloom’s Level 2 – Understanding for the above training. (10)

5. Create a learning objective as Bloom’s Level 3- Applying for the above training. (10)
Appendix C

Course Evaluation

Please take a few minutes to provide your honest feedback regarding this course. Your response will directly affect how this course is taught in the future, so please provide thoughtful responses to the questions below.

1. Using any number from 0 to 10, where 0 is very disappointing and 10 is the best ever, what number would you use to rate the course?

2. What are the strengths of the course?

3. How could this course be improved?

4. Would you recommend this course?
   a. Definitely not
   b. Unlikely
   c. Maybe
   d. Likely to recommend
   e. With enthusiasm

5. What would you tell others that are interested in this course?

6. Rate the course materials
   a. Very dissatisfied
   b. Dissatisfied
   c. Neutral
   d. Satisfied
   e. Very satisfied

7. Add any comments you would like to share regarding materials

8. Add any comments you would like to share regarding the “hands-on exercises”
9. Rate your instructor overall.
   a. Very dissatisfied
   b. Dissatisfied
   c. Neutral
   d. Satisfied
   e. Very satisfied

10. How helpful were the content presentations?
    a. Not helpful at all
    b. Somewhat helpful
    c. Neutral
    d. Helpful
    e. Very helpful

11. Was your instructor available to talk with you via telephone and/or email?
    a. Impossible to reach
    b. Rarely
    c. Neutral
    d. Yes
    e. Went above and beyond

12. How could your instructor improve his/her teaching?

13. What are the strengths of this instructor?

14. How knowledgeable was your instructor about the course content?
    a. Not at all knowledgeable
    b. Not so knowledgeable
    c. Somewhat knowledgeable
    d. Very knowledgeable
    e. Extremely knowledgeable

15. How clearly did your instructor explain the objectives of the course?
    a. Not clear at all
    b. Not so clear
    c. Moderately clear
    d. Very clear
    e. Extremely clear

Thank you for taking time out of your busy day to provide your honest feedback. If you have any questions regarding the course evaluation, or prefer to provide feedback in person, please don’t hesitate to email me at tmbuckner@gmail.com.
Appendix D

Worksheet 1