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CANDIDATES DEMONSTRATE KNOWLEDGE, SKILLS, AND DISPOSITIONS TO EVALUATE THE ADEQUACY OF INSTRUCTION AND LEARNING BY APPLYING PRINCIPLES, THEORIES AND RESEARCH RELATED TO PROBLEM ANALYSIS, CRITERION REFERENCED MEASUREMENT, FORMATIVE AND SUMMATIVE EVALUATION, AND LONG-RANGE PLANNING.

Trainers in the field of early care and education are often people who have been elevated to that position because they have done a good job of teaching young children or managing a childcare program. They arrive at the position of trainer with formal and practical content knowledge, but little or no knowledge or experience in designing, developing, implementing, or evaluating professional development efforts for adult learners, their intended audience.

In general, the field is one that is heavily regulated by agencies of each state. Slow to change, agencies are more likely to approve competency-based trainings with well-defined learning objectives. As a trainer of those who train in the field, I frequently encounter practitioners who have little knowledge about instructional design or adult learners. Learning objectives, that should serve as the catalyst for content, activities, assessment, and evaluation of learning experiences, are typically an after-thought to these trainers and poorly formed, leading to multiple deferrals of training approval.

ARTIFACTS

Two artifacts are included for Standard 5. The first is a Power Point presentation used to present a project to the LT8050 Evaluation and Assessment class with evidence of summative evaluation. The second is a project design paper document created for LT7100 Advanced e-Learning Development Strategies and Techniques that explains in more detail, a project’s formative assessment strategies.