Oregon Registry Trainer Program

FORM SB

SPECIALTY COMMUNITY TRAINER QUALIFICATIONS

Applicant Name:

Last First Middle Former Name(s)

An applicant to be a Specialty Community Trainer must be qualified in three areas: experience as a trainer; experience in the field of expertise; and education in the field of expertise.

Experience as a Trainer

Please verify one of the following:

- I have received at least 20 hours of training in adult education principles and strategies and/or in adult development and learning.
  - OR -
  - I have attached documentation of the training I have received.

- I have conducted at least 60 hours of training within the past 5 years with documented positive evaluations from my participants or supervisors.
  - OR -
  - I have attached documentation of my training experience.

- I am participating in a co-teaching, co-training, and/or mentoring relationship in working with adult learners.
  My co-trainer or mentor is:

Experience in the Field of Expertise

- I have at least three years of experience in my field of expertise.
  - OR -
  - I have attached documentation of my professional experience.

Education in the Field of Expertise

Please check one of the following:

- I have relevant certification, licensure or credential in my field of expertise.
  - OR -
  - I have attached documentation of my education.

- I have a college or university degree in my field of expertise.
  - OR -
  - I have attached documentation of my education. This may include:
    - Copy of 1 year college certificate
    - College or university degree/transcript showing degree completion in field of expertise.

Please continue on next page of Form SB
Training/Education in Selected Core Knowledge Categories

I am applying to be a Specialty Trainer in the following Core Knowledge Categories:

- **Diversity:** Knowledge of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion. Weaving anti-bias awareness throughout all program activities and learning environments for children and youth.

- **Families & Community Systems:** Knowledge of the complex characteristics of children’s families and communities. Establishing respectful relationships and communication with family and community members.

- **Health, Safety & Nutrition:** Knowledge of basic health, safety, and nutrition principles and practices. Knowledge of child abuse and neglect prevention, identification, reporting procedures, and therapeutic care. Promoting healthy choices and safety awareness with children and youth.

- **Human Growth & Development:** Knowledge of social, emotional, cognitive and physical growth and development. Using developmentally appropriate practices and principles in programs for children and youth.

- **Learning Environments & Curriculum:** Knowledge of the relationship between physical space, activities, experiences, and materials with child behavior, growth and development. Creating developmentally appropriate and culturally appropriate learning environments and curricula to foster optimum growth and development of children and youth.

- **Observation & Assessment:** Knowledge of observation techniques, assessment tools, and documentation procedures for children and youth. Using observation and assessment to individualize learning experiences, improve the effectiveness of the learning environment, and support referrals for specialized services.

- **Personal, Professional & Leadership Development:** Knowledge of childhood care and education as a profession with an identified body of knowledge, professional standards, professional ethics, and established systems. Participating in leadership, advocacy, personal growth, and professional development activities.

- **Program Management:** Knowledge of accepted business practices, legal and regulatory requirements, financial obligations, and record keeping. Developing or implementing program policies, communication strategies, management plans, and sound financial practices.

- **Special Needs:** Knowledge of disabilities and other special needs, related resources, and regulations/laws. Implementing an inclusive and sensitive practice with children and youth in partnership with families.

- **Understanding & Guiding Behavior:** Knowledge of developmentally appropriate and culturally appropriate guidance theories, principles and practices. Providing positive guidance to foster self-esteem, self-regulation, constructive behavior, and positive relationships for children and youth.

☐ I have attached documentation of 60 clock hours of training for each core knowledge category that I have checked.