Greetings trainers! We are excited to be sending out the first edition of our trainer support newsletter. The purpose of this communication is to:

--Highlight all the great professional development and training occurring in Oregon’s childhood care and education field
--Keep you informed, focused and connected as a training community of professionals
--Provide updates about the work happening at OCCD
--Provide resources and information to build upon and strengthen the quality of training being presented out in the field.

Keeping this in mind, we are having a "Name this Newsletter" contest. Please send your ideas to hhyde@pdx.edu by October 24, 2014. The winner will receive a copy of a recommended training book. We look forward to receiving your ideas!

Basic Child Care Health and Safety Online Training

A new Basic Child Care Health and Safety online training was developed at OCCD in spring 2014 as an option for providers to meet the Department of Human Services (DHS) requirement for all Licensed Exempt and Registered Family Child Care Providers who care for children receiving a DHS subsidy. These providers are required to participate in a health and safety training before they can be listed with DHS. As of June 30, 2014, 860 surveys had been completed giving us feedback on this new training option. Below are some highlights from this survey:

- Participants have come from all but three of Oregon’s counties.
- Ninety one percent of the participants were able to complete the course with no assistance.
- Ninety nine percent of participants were either somewhat or very satisfied with the ease of use and navigation of the learning site.
- Ninety eight percent of participants found this training very useful or somewhat useful.

The online training can be found at http://campus.educadium.com/OCCD/

“Oregon Kids Healthy and Safe” is a face to face training for providers who prefer that option to meet the DHS requirement.
Active Learning for Trainers
By Sonia Thomas

If you want to make your trainings more interactive you can make the shift from lecture based training to active training. Nearly every day we see articles about the importance of active learning for adults. Adults, especially those who work with children may be tired after a long day of caring for others. Active training improves learner retention and motivates learners to put what they learn into action in their programs. Research has shown that the amount of information retained by participants declines after ten minutes of lecture (Farley, Risko & Kingstone, 2013).

Active learning places greater emphasis on developing participant skills than simple transfer of information does. Adults bring a greater number and variety of experiences to learning. They can be more self-directed in their learning process. Adults build on their prior knowledge and experience, constructing their own learning through scaffolding. So the training they choose to attend should be relevant to their interests or job. Erik Erikson summed it up when he said, “Students learn what they care about and remember what they understand.” Active learning builds understanding in a personal way.

What does it take for an activity to qualify as active learning? Active learning involves learning by doing. You can accomplish this by including a variety of teaching strategies that engage learners. It helps to use all of the senses- hearing, seeing, touching, smelling and tasting. Active learning addresses all learning styles. It is best to plan a balance of large group, small group, partner and individual activities.

- Some large group activities include ice-breakers, brainstorming, Round Robin posters, panel presentations, demonstrations, role play
- Some small group activities include scavenger hunt, case study discussion, mini presentation assignments, cognitive mapping
- Some partner activities include interviews, debates, evaluate written material using a rubric, and pair share

- Some individual activities include reflections, interactive handouts such as self-evaluations, quizzes, journaling, word games, and job aids

Mel Silberman explains in Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips (2006), “Active training occurs when the participants do most of the work.”

Barriers to active learning can be overcome with good planning. Keep class size small, keep lecture to a minimum, provide handouts with background information, and arrange the training space to accommodate small groups, use wall space effectively, and find resources for activities to.

Seemingly, active learning is a good thing for the participants. But it’s not for everybody. For example, the introverts in your training may not be pleased about it. For them, the distress of participation outbalances the benefits of active learning. Do explain expectations for participation at the beginning of the session; be flexible when accommodations are needed.

What you don’t want is activity simply for the sake of activity. The selection of activities must be guided by some sort of purposeful design, selected and sequenced with some overall plan in mind. Give participants the opportunity to solve real, complex, and thoughtful problems. Include a variety of activities that allow you to present a skill or cover information from a variety of approaches. This will keep the review and repetition interesting, and keep participants attentive and alert.

As Alfred Adler said, “All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher” (from Bonwell, C.C. Active Learning: Creating Excitement in the Classroom, 1991). So give active learning a try. You may find the process of discovery is good for you too.
OregonASK is committed to creating ongoing high-quality training opportunities for providers serving school-age students (children five and older). Throughout August and September, OregonASK delivered 58 hours of training to 171 professionals working with school-age children at more than 40 programs and agencies across Oregon.

Oregon needs more trainers with school-age expertise. Providers are eager for training for their staff. At the 2014 Oregon Afterschool Conference we’ll be on the lookout for new trainers. We have scheduled a lunch session just for trainers with school-age expertise who want more opportunities to train and for folks who are interested in becoming an Oregon Registry Certified trainer.

This year’s Oregon Afterschool Conference is focused on activities, curriculum and environments in afterschool and will support program directors and frontline staff to provide high quality afterschool and summer programs.

On Saturday, November 8 from 8:00am - 4:30pm at Chemeketa Community College in Salem we are expecting 300-350 program staff from around the state representing child care, youth development, education, and recreation programs. Come and join us for resources, networking and high quality training.

Participants will earn Oregon Registry professional development hours for attending the sessions with many of them offered as Set Two sessions.

We are proud to bring superior training and professional development to afterschool and summer professionals in Oregon - and this year will be no different! We have selected each of the session presentations with special attention to the quality of proposals, professional recommendations, past session evaluations and past conference feedback.

The cost of the conference is $89. Licensed child care staff may be eligible for a Betty Gray Early Childhood Development Endowment Fund/Oregon Statewide Scholarship Program award for $45.

Click here to visit our conference webpage and read more about sessions, presenters, display tables and more: [www.oregonask.org/OAC](http://www.oregonask.org/OAC)

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**Trainer Resources – Staff Picks**

*Books for Trainers* from Sonia Thomas

**Training Activities That Work: Volume 1**

**101 Ways to Make Training Active - 2nd Ed.**
by Mel Silberman, John Wiley & Sons, 2005.

**Websites for Trainers**

[www.astd.org](http://www.astd.org) – the American Society for Training & Development is changing its name to ATD - The Association for Talent Development

[www.thiagi.com](http://www.thiagi.com) – The Thiagi Group “Improving Performance Playfully.” This has many free training games and other good information on playing while training.

[www.popednews.org/newsletters/definitions.html](http://www.popednews.org/newsletters/definitions.html) The Popular Education News – a bit old but a great resource for those interested in learning about Popular Education
Trainer Stories

This section features trainer stories from out in the field of childhood care and education. It provides a fun glimpse at what it is like to deliver some of our standardized trainings.

All 4 Math in Early Childhood
with Amber Tucker

The participants at the All 4 Math training were staff from a child care provider in Florence who serves children six weeks to three years old and staff from an additional child care provider who serves children three to six years old. Participants ranged from their first week on the job to experience of 20 years. Wow what a range!

Participants reported learning the importance and value of using more math language in teaching math. Many people also reported they were surprised how much math is being used each day already and could be used in so many other parts of the child's day. An example of this is at lunch time filling their cups half full, taking three crackers, or lining up two by two to wash hands. These opportunities actually “mathematize” the child's day through language, games, and routines.

As the trainer I felt the most rewarding was watching people who stated at the beginning of training they are terrible at math and did not like it change their perspective and feelings regarding teaching math. They finished the training with a more confident and positive outlook on creating math opportunities in the classroom with children. Yes! This not only benefits the children but teachers too.

My advice to other trainers giving math training or All 4 Math in Early Childhood is to bring your enthusiasm! Yes, get excited about math! I would also recommend addressing the negative feelings or memories that participants share regarding their math experience. Support making a change or new perspective through positive encouragement, classroom ideas, support, and lots of praise for the work they are already doing.

Oregon Registry Trainer Program Review Team

We need your help! We need Master Trainers who can volunteer a few hours of their time and expertise to participate on the team and review proposals. The Review Team meets 1-2 times per month. They review both the session proposals and new trainer applications. OCCD pays for parking when the meeting is held at PSU.

Please consider contributing to the childhood care and education professional development community by joining the Review Team. A side benefit of participating is learning more about what constitutes a good training session proposal!

Here is the criteria for Review Team volunteers:

- Must be a Master trainer
- Must have at least 1 Set Two session approved
- Must have the ability to participate on at least 3-4 review teams per year

If you are interested, please contact Sonia Thomas at occdtrnr@pdx.edu or 503-725-5842.

At first people refuse to believe that a strange new thing can be done, and then they begin to hope it can be done, then they see it can be done – then it is done and all the world wonders why it was not done centuries ago.

Frances Hodgson Burnett
In the Works with ORTP

This section will contain brief information on the major activities and/or projects under construction at OCCD. This includes projects we are working on with partners throughout the state.

Scheduled Activities

Training of Trainers “Early Words Language and Literacy Development 2014” November 7, 2014 Pendleton
Training of Trainers “Language is the Key” November 15, 2014 Wilsonville
Training of Trainers “Implementing Developmental Screening: Using the Ages and Stages Questionnaire Third Edition (ASQ-3)” December 4-5, 2014 Wilsonville
Training of Trainers “Early Words Language and Literacy Development 2014” February 21, 2015 Location TBD
Training of Trainers “All 4 Math in Early Childhood” May 16, 2015 Location TBD

Activities being planned - not yet scheduled

Training of Trainers “Screen Time” (Spring/summer 2015)
Training of Trainers “Mind in the Making” (Late 2015)
Rollout of online training session proposal form
Translation of several standardized trainings into additional languages

OCCD administers several programs. You will find the Oregon Registry, Oregon Statewide Scholarship Program, Oregon Registry Credential Program and last, but not least, the Oregon Registry Trainer Program (ORTP) at OCCD. You can find out more information about these programs at pdx.edu/OCCD

People often ask “what do you all do?” There is no short answer, but the long answer can be found by looking at the various programs on our website. We are happier to be busier than ever. Oregon’s Quality Rating Improvement System (QRIS) and the other Oregon early childhood initiatives are impacting the early childhood system in a big way, which is just what was wanted. Here are some of the activities happening at the various OCCD programs:

ORTP is happy to say that there are now more Master Trainers than ever before. That is great news for the professional development system in Oregon! You are all busy creating new trainings – we had 60+ session proposals submitted to the Review Team in the last quarter. We have at least seven training of trainers being planned with our community partners next year.

The Oregon Registry staff have been working hard at processing Step applications! In Sept-Nov 2013 OCCD received 560 applications. In April, May and June of 2014, we received 2,104 applications - more than triple the average quarterly number! Staff are working hard to verify training documentation and award your steps. As you might guess, it is taking a bit longer than usual to get through all of the applications. As of September 1, all required training documentation for providers working in child care licensed programs should be sent to OCCD where it will be scanned and linked to individual ORO Accounts. OCCD distributed $720,800 in Education Awards for fiscal year 2013-2014.

The Statewide Scholarship Program distributed almost 1,000 scholarships for more than $83,000 to providers in the past year.

The Enhanced Rate Program staff verify that training requirements are met by individuals who want to receive an enhanced rate from DHS.

Next time someone asks “What do they do at OCCD?” You can answer by simply saying “Lots!”