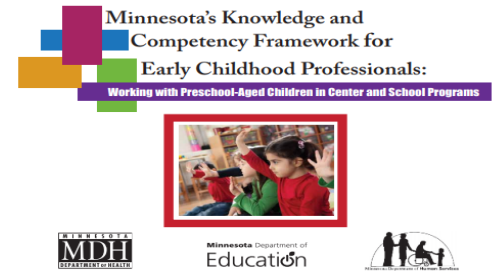


Parent Aware Training Guidance for Districts/Charters Schools in the Accelerated Pathway

Districts/charter schools looking to Rate or Re-Rate through the Accelerated Pathway for [Parent Aware](#) need to provide evidence of training (in hours) under the [Minnesota Knowledge and Competency Framework for Early Childhood Professionals \(KCF\)](#). This document provides:

- An Overview of the KCFs.
- Guidance on the Parent Aware training requirements for districts/charter schools in the Accelerated Pathway.
- Resources and opportunities for professional development.
- Guidelines for acceptable documentation for Parent Aware.



Additional information about Parent Aware and the Rating process can be found on the [Parent Aware Accelerated Pathway Application webpage](#) and the Minnesota Department of Education (MDE) [Pathway II resources for funded programs webpage](#). Districts/charter schools operating and funded by voluntary prekindergarten will complete the Parent Aware Rating processes every other year during their VPK renewal.

Minnesota Knowledge and Competency Framework (KCF) Overview

High-quality learning environments are maintained for children when teachers receive ongoing professional development. The KCF framework combines what an Early Childhood Educator needs to know about research and theory, alongside the skills and abilities needed to work effectively in the field. The framework aligns vertically to the Professional Educator Licensing and Standards Board (PELSB) and horizontally to show a progression of skill development. Early childhood educators are encouraged to use the framework to promote early childhood as a profession with a recognized body of knowledge, to identify key concept and skills for professional development, and to plan learning objectives for professional development trainings and goals.

The KCFs have been organized into ten content areas:

- I. Child Development and Learning:** An educator understands theories of development, research and best practices to help children acquire physical, social, emotional, language, cognitive and creative skills; understands individual differences and approaches to learning; understands the critical role of family, culture and community; and understands the interrelationships among culture, language, and thought.
- II. Developmentally Appropriate Learning Experiences:** An educator establishes and maintains safe and healthy environments and plans and implements a variety of developmentally appropriate learning experiences that promote cognitive, social and emotional, physical, and creative growth and development.
- III. Relationships with Families:** An educator establishes and maintains positive collaborative relationships with families to meet the needs of children.
- IV. Assessment, Evaluation and Individualization:** An educator observes, records, and assesses children's skills to identify strengths, needs and approaches to learning to plan appropriate activities, interactions and environments, and assesses and evaluates program quality in an effort to continually improve programming.

- V. **Historical and Contemporary Development of Early Childhood Education:** An educator understands how historical and contextual influences impact current practice and the effects of current issues on children, families, and programs.
- VI. **Professionalism:** An educator views learning and continuous improvement as a career-long effort and responsibility; serves children and families in a professional manner; collaborates with others.
- VII. **Health, Safety and Nutrition:** An educator establishes and maintains an environment and curriculum that ensures the health, safety and nourishment of every child and offers experiences that promote optimal health, safety, nutrition, physical activity.
- VIII. **Application through Clinical Experiences:** An educator applies effective education practices in a variety of experiences and program models.
- IX. **Trauma Informed Care and Practice:** An educator understands how trauma and stress can affect a child’s brain development and behavior, and understands how to recognize signs of trauma and how to support children and families by promoting practices that build resiliency and healing.
- X. **Working with Multilingual Children and Families:** An educator uses a cultural lens when approaching daily interactions with children and families. An educator develops skills to support multilingual children by understanding unique needs of children and families and how to support family engagement in children’s development.

Each of the ten content areas contains three levels of competencies: 1) Explores, 2) Implements, and 3) Designs and Leads. Each level includes and builds on the competencies of the level before it. Levels describe a progression of skills rather than levels of education. MDE can help support and recommend trainings to teachers in public school programs that will correspond to the KCF content areas and meet the individual needs of early educators in these programs.

Training Requirements for Accelerated Pathway

Districts/charter schools have two pathways to earn a Parent Aware Rating:

- The **Accelerated Pathway** is for eligible school readiness programs.
- The **Automatic Pathway** is for eligible Head Start/Early Head Start and Voluntary Prekindergarten programs.



Training requirements outlined here are for programs participating in the **Accelerated Pathway**. Programs participating in the **Automatic Pathway** will document and maintain professional development independently and complete the Rating process in alignment with their Head Start or voluntary prekindergarten annual application process.

District/charter schools have demonstrated alignment within the KCF content areas through meeting School Readiness statute 124D.15. Although the KCF Framework covers ten areas of competencies, Parent Aware focuses on trainings completed in content areas **KCF II A-E Developmentally Appropriate Learning Experiences**, which cover creating positive learning experiences, and **KCF IV A and IV B Assessment, Evaluation and Individualization**, which covers informal and formal assessment practices. Training requirements are focused on these two KCF content areas because it has been identified and validated through research that quality programming contains positive learning experiences as well as uses assessment to inform curriculum practices. These content areas build upon existing requirements outlined in statute.

For Parent Aware Ratings, Lead Teachers are required to have **ten hours** of training for **each** content area.

KCF II A- E: Developmentally Appropriate Learning Experiences

Lead Teachers with one of the following approved and current, age-appropriate Minnesota teaching licenses, have met all the training requirements needed for the ten hours of training required in **KCF II A-E Developmentally Appropriate Learning Experiences**. This exemption is allowed because of the PELSB requirements for continuing education include training in KCF II A-E Developmentally Appropriate Learning Experiences, therefore one of the valid licenses below indicates that the Lead Teacher has already fulfilled/met the ten-hour requirement.

- 180102 Pre-kindergarten
- 180103 Pre-kindergarten and Kindergarten
- 180105 Pre-Primary
- 180150 Early Childhood Education
- 180402 Family Education/Early Childhood Educator
- 190500 Early Childhood Special Education

Lead Teachers without one of the current, age-appropriate teaching licenses listed above, must demonstrate ten hours of training in KCF II A-E Developmentally Appropriate Learning Experiences.

The table below will give districts/charter schools guidance on how to determine if the course content of a training aligns with the objectives described in each of KCF Content Areas II A-F and can count towards training hour requirements for Parent Aware. *(Note: For Parent Aware training requirements, content covered in KCF II F at this time cannot count towards the required ten hours of training in Developmentally Appropriate Learning Experiences.)*

KCF Content Area:	Training Content Main Objective Must Include:
II A - Promoting Positive Learning Experiences	Creating positive learning environments, building positive relationships, and importance of routines.
II B - Promoting Cognitive Development	Promoting curiosity, building foundations for literacy and numeracy and encouraging communication.
II C- Promoting Social and Emotional Development	Establishing Safe, Stable and Nurturing Relationships that Promote Social and Emotional Development, Supporting Self-Regulation, Facilitating Positive Separations, Reunions, and Transitions, Encouraging Expression of Emotions, Supporting Healthy Peer Relationships and Interactions, Providing Guidance.
II D - Promoting Physical Development	Promoting physical development.
II E - Promoting Creative Development	Encouraging self-expression and supporting dramatic play.
II F - Cultural Responsibility and Practice	Cultural responsibility and practice.

Curriculum Tools and KCF II A- E: Developmentally Appropriate Learning Experiences Curriculum Trainings

The Parent Aware website maintains a list of curricula that can be used while participating in Parent Aware. The [approved curricula](#) list has been reviewed for alignment and integration of the Minnesota Early Childhood Indicators of Progress (ECIPs). Trainings may be offered on how to implement a specific curriculum(s) that your district uses or overarching training on curriculum and intentional lesson planning. These trainings may cover some of content found in **KCF II A- E: Developmentally Appropriate Learning Experiences** and may count towards your training requirements for Parent Aware. It is important to carefully review and plan intentionally for professional development for teachers within your district to make sure trainings meet the necessary requirements for Parent Aware.

KCF IV A or IV B: Assessment, Evaluation and Individualization

All Lead Teachers – both licensed and non-licensed – must complete ten hours of training in KCF IV A or IV B: Assessment, Evaluation, and Individualization. The table below will give districts/charter schools guidance on how to determine if the course content of a training aligns with the objectives described in each of KCF Content Area IV A and IV B and can count towards training hour requirements for Parent Aware. *(Note: For Parent Aware Training requirements, content covered in KCF IV C or KCF IV D at this time cannot count towards your ten hours of training required in Assessment, Evaluation and Individualization.)*

KCF Content Area:	Training Content Main Objective Must Include:
IV A - Observing, Recording, and Assessing Development	Observing, recording, and assessing development.
IV B - Assessing & Using Information to Plan	Assessing and using information to plan.

District/Charter schools in the Accelerated Rating process are required to use a [Parent Aware-approved assessment tool](#). The Parent Aware-approved assessment tools have been reviewed by the Department of Human Services (DHS) and MDE and have been determined to meet guidelines and expectations that promote on going assessments for children that can be used to inform instruction and to monitor children's progress and development.

Kindergarten Entry Profile (KEP) Approved Assessment Training: Many districts/charter schools use a Kindergarten Entry Profile (KEP) approved assessment tool, although the use of a KEP-approved assessment tool for prekindergarten programs is only required for districts that have voluntary prekindergarten (VPK) programs.

Four of the Parent Aware-approved assessment tools are included in the Kindergarten Entry Profile (KEP). A critical component of MDE's comprehensive assessment system are age-appropriate Kindergarten Entry Profile (KEP)-approved assessments. These standards-based assessments produce valid and reliable data and are also high-quality, comprehensive, and developmentally appropriate. The data from KEP-approved assessments can help teachers, administrators, and families understand what students know and are able to do to support their success in school and beyond. The following information is relevant to those using or considering using a KEP assessment tool. MDE encourages Pre-K-3rd Grade (P3) systems to consider adopting KEP-approved assessments since these assessments can be used with children across ages, grades, and programs (e.g., prekindergarten, kindergarten, voluntary prekindergarten (VPK), school readiness, school readiness plus (SRP), Early Childhood Special Education, Head Start, and child care programs). For more information on KEP-approved assessments, please visit the [MDE Assessment in Early Childhood webpage](#).

KEP-approved assessments: The four currently approved KEP tools for Parent Aware are listed below. An updated list of KEP-approved assessment tools and additional information on the KEP initiative can be found on the [MDE Kindergarten Entry Profile \(KEP\) webpage](#).

- COR Advantage, produced by High Scope
- Desired Results Developmental Profile—Kindergarten (DRDP-K) Comprehensive View, published by WestEd and the California Department of Education
- GOLD, published by Teaching Strategies
- Work Sampling System—Kindergarten (WSS-K), published by Pearson

Resources and Opportunities for Professional Development

Best practices suggest that keeping up with training is beneficial to both teachers and programs. There are many ways to meet these requirements both while in the Rating or Re-Rating process, and while in the interim. Online and in-person trainings can both be beneficial, cost effective, and leave a large impact on teachers. Trainings can be considered for Parent Aware if there have been completed within a five year look back from when the application for participation is submitted. Programs are strongly encouraged to plan for (and complete) some training each year (i.e., two hours for each of the five years or two to three hours every other year) to ensure that your program and teachers meet the requirements. The following resources are available to meet your Lead Teacher’s training needs:

- **Develop:** This website houses Minnesota based early education trainings and trainers. You can search by location or training type to find availability in your area. All courses are Parent Aware-approved. You can search for courses in specific KCF content areas based on individual training needs. Trainings may be offered in different platforms such as; classroom, web-based, self-paced and web-based, with scheduled sessions, to meet your training course needs. By viewing the course details, you can confirm the number of hours the course covers for each KCF content area.
- **Pro Training:** Offers a variety of early education training courses that may meet your Lead Teachers professional development goals. This online resource has a training entitled “Observation and Assessment in Early Childhood Classrooms.” It is a two-hour course that covers observations and assessment to guide children’s development.
- **Assessment Literacy for Early Educators: Unpacking Intentional Child Assessment:** This is a webinar that is 1.5 hours long and provides guidance on how and why assessments are important for young children as well as researched methods for implementation.
- **Continuing Education Clock Hour Report System:** This is where licensed teachers and districts track Continuing Education Unit (CEU) hours to meet licensing requirements for the state. There should be a record of trainings taken for every licensed teacher. Partner with your district or licensed teachers for how to access records.
- **Minnesota Reading Corps:** Trainings are focused on enhancing literacy skills by providing training, tutors and coaching services to make positive gains in young children’s ability and confidence to read. Trainings from the Minnesota Reading Corps have been added to the online course catalog in Develop. By viewing the course details, you can confirm the number of hours the course covers for each KCF content area.
- **Pyramid (TACSEI):** This framework supports the emotional and social development of children in early education settings. The Pyramid Model offers trainings and technical assistance on implementation of research-based practices. Course content should be reviewed for alignment for Parent Aware. Pyramid

Model Tier 1 and 2 have been added to the online course catalog in Develop. By viewing the course details, you can confirm the number of hours the course covers for each KCF content area.

- **Early Education Conferences:** Conferences that focus on early childhood education may count towards your training requirements for Parent Aware. Registration and attendance must be verifiable as well as the session description and hours attended. Specific conference sessions can be considered for Parent Aware if there is alignment with KCF II A-E Developmentally Appropriate Learning Experiences and KCF IV A or IV B Assessment, Evaluation and Individualization.
- **District Service Trainings:** Districts plan intentional professional development for teachers throughout the year. Trainings offered through your school district may count towards your Parent Aware training requirements when content is aligned to KCF II A-E Developmentally Appropriate Learning Experiences and KCF IV A and IV B Assessment, Evaluation and Individualization. Districts/charter schools are encouraged to work with your district to plan and determine alignment needs in advance so they can be beneficial to meeting robust professional development requirements.
- **[CEED Authentic Assessment Learning Modules](#):** Learning modules are offered on implementing authentic observations into everyday practices by Center for Early Education and Development. Registration and participation must be verifiable as well as the session description and hours attended. Partner with the individual responsible for providing professional development support or guidance in your district to determine how to turn the modules into professional development opportunities.

Guidelines for Acceptable Documentation for Parent Aware

Districts/charter schools are required to complete the [Training Inventory for Public Programs](#), which is a form posted on the [Parent Aware Accelerated Pathway Application webpage](#). All Lead Teachers in classrooms included in the district/charter school's Parent Aware Rating must be listed on Developmentally Appropriate Learning Experiences Training Inventory (Page 1) and the Assessment, Evaluation and Individualization Training Inventory (Page 2).

The Parent Aware Training Inventory and supporting documentation will allow programs to demonstrate that all Lead Teachers serving a program that is pursuing a Star Rating have met the training requirements. Parent Aware will accept trainings that are within five years from the date of the submission of the Parent Aware application. The course or training must be aligned with early childhood practices and have age-appropriate content. Parent Aware Ratings are effective for two years. Best practices would be to continually monitor and plan for your Lead Teachers professional development. It is important to think about meeting Parent Aware criteria and Continuing Education Unit (CEU) requirements simultaneously to be the most effective with your training plan.

There are six ways to provide evidence and documentation of the training requirements for Parent Aware:

1. **Approved Minnesota Teaching license**, which must include:
 - a. File folder number documented on the Developmentally Appropriate Learning Experiences Training Inventory (Page 1).
2. **Develop Individual ID**, which must include:
 - a. Individual Develop ID number documented on the Developmentally Appropriate Learning Experiences Training Inventory (Page 1) or the Assessment, Evaluation and Individualization Training Inventory (Page 2).

- 3. Training Course Certificate or Training Course Sign In Sheet**, which must include:
 - a. Course name.
 - i. A course description may be requested to verify course content in relation to KCF content area.
 - b. Number of training hours included in the course.
 - c. Printed name and signature of attendee(s).
 - d. Date(s) of course attendance.
 - e. Name of approved course trainer.
- 4. College course transcript**, which must include:
 - a. Course name
 - i. A course description may be requested to verify course content in relation to KCF content area
 - b. Course catalogue number.
 - c. Number of credits awarded. (1 semester credit = 15 hours of training allowable to document)
 - d. Date course was completed.
- 5. Certificate for an MDE training course**, which must include:
 - a. The training certificate provided by MDE.
- 6. Professional Educator Licensing and Standard Board (PELSB) Training Record**
 - a. School districts use the PELSB system to track and monitor licensed teachers' continuing education trainings. This system is used to view the number of clock hours that have been completed for license renewal. These records can be reviewed for alignment with KCF content areas and Lead Teachers records may be submitted as evidence.

Technical Support and Questions

Contact, ParentAware.MDE@state.mn.us for additional support on professional development requirements or Parent Aware participation.