

Public school pre-kindergarten training accepted for Parent Aware

Individual lead staff are required to submit training verification in the last five years from the signature date of this application. Training, coaching, consulting, mentoring verification will be accepted.

- Conference certificates must have a description of breakout session to accompany certificates. No handwritten descriptions will be accepted.
- In order to receive credit for district or online trainings that do not have a certificate of attendance for seat time, districts are required to use the MDE training templates for the Developmentally Appropriate Learning Experiences (DALE) and assessment.

Lead early educators with a current initial Child Development Associate (CDA) Credential within the last 3 years or an AMI/AMS Montessori diploma within the last 5 years have met all training requirements for all KCF areas. Lead early educators with a current, age-appropriate teaching license, have fulfilled/met all the training requirements and only need to submit a name and file folder number on the Parent Aware Training Inventory in Developmentally Appropriate Learning Experiences. Age appropriate licenses: Pre-kindergarten, pre-kindergarten and kindergarten, pre-primary, early childhood education, family education/early childhood educator, early childhood special education.

LEAD TEACHERS WITHOUT AN AGE-APPROPRIATE TEACHING LICENSE MUST SUBMIT 10 HOURS OF TRAINING IN DEVELOPMENTALLY APPROPRIATE LEARNING EXPERIENCES (DALE)

KCF Content Area II: Developmentally Appropriate Learning Experiences

- The cognitive, social and emotional, physical and creative development and how development and learning are integrated.
- The development of infants and toddlers and its effects on the learning and development of preprimary-aged children.
- How to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that:
 - Acknowledge the influence of the physical setting, schedule, routines and transitions on children and use these experiences to promote children's development and learning.
 - Acknowledge the developmental consequences of stress and trauma, protective factors and resilience and the development of mental health and importance of supportive relationships.
 - Acknowledge basic health, nutrition and safety management practices for young children, including procedures regarding childhood illness and communicable disease (See also Health, Safety and Nutrition).
 - Use appropriate health appraisal procedures and how to recommend referrals to appropriate community health and social services when necessary (See also Health, Safety and Nutrition)
 - Recognize signs of emotional distress, child abuse and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

- How to plan and implement appropriate curriculum and instructional practices based on developmental knowledge of individual preprimary-aged children, the community, and the curriculum goals and content including how to use:
 - Developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help children develop curiosity, solve problems, and make decisions.
 - Knowledge of the sequence of development to create and implement meaningful, integrated learning experiences using children’s ideas, needs, interests, culture and home experiences.

KCF	Content of Training	Examples
IIA	Creating a Positive Learning Environment	Pyramid/TACSEI (modules 1, 2, 3b)*, Curriculum tool specific training, Ensuring high-quality learning environments and teaching, PreK to Grade 3 Providing Personalized, Blended Learning environments, Screen time
IIB	Promoting Cognitive Development <i>IIB.1 Promoting Curiosity</i> <i>IIB.2 Encouraging Communication</i> <i>IIB.3 Building Foundations for Literacy & Numeracy</i>	STEM, Language and Literacy, Math Concepts, Pint Size Science, CLASS Language Modeling, CLASS Concept Development, CLASS Quality Feedback, SEEDS, MN Reading Corps*, Zoo Phonics, Dual Language Learners, English Language Learners, MNAFEE Reaching Standards in Literacy, Math & Science through Curiosity-Focused Interactions
IIC	Promoting Social and Emotional Development <i>II.C.1 Establishing Safe, Stable, Nurturing Relationships that Promote Social and Emotional Development</i> <i>II.C.2 Supporting Self-Regulation</i> <i>II.C.3 Facilitating Positive Separations, Reunions, Transitions</i> <i>II.C.4 Encouraging Expressions of Emotions</i> <i>II.C.5 Supporting Healthy Peer Relationships and Interactions</i> <i>II.C.6 Providing Guidance</i>	Pyramid/TACSEI (modules 1, 2, 3b)*, Trauma Informed Care, Behavior Guidance, Positive Behavior Strategies & Interventions (PBIS), Pre-K to Grade 3: Classroom Management, Love & Logic, Incredible Years

IID	Promoting Physical Development <i>II.D.1 Promoting Physical Development</i>	S.M.A.R.T. Pre-K, Yoga Calm, I am Moving, I am Learning, Childhood Obesity, Tipping the Scales: Nutrition & Obesity
IIE	Promoting Creative Development <i>II.E.1 Encouraging Self-Expression</i> <i>II.E.2 Supporting Dramatic Play</i>	Power of Pretend Play, Messy Me, Make It and Take It Classroom Activities
IIF	Cultural Responsibility and Practice	Teachable Moments: Talking About Diversity In The Classroom, Culturally Responsive Teaching, Practices and Approaches

The Early Childhood Indicators of Progress (ECIPs) is the standard of learning for early childhood programs. An overview of the ECIPs, in addition to application of the standards in the classroom may be accepted for training verification in this area. The specific content areas of social & emotional development, approaches to learning, language and literacy development, creativity & the arts, cognitive development and physical & motor development training will be accepted in the Developmentally Appropriate Learning Experiences (DALE) area.

***Minnesota Reading Corps. Training Certificate Breakdown**

Summer Institute: Overview: A Day in the Life of a Reading Corps Tutor Day 1	4 hours DALE
Summer Institute: Literacy Rich Classroom, Repeated Read Aloud Day 2	6 hrs. DALE, 2 hrs. Assessment
Benchmark Assessment Certificate of Training edSpring Day 3	8 hrs. Assessment
PreK #1 SEEDS of Social Emotional Development/Oral Language	6 hrs. DALE
PreK #2 Response to Intervention	2 hrs. DALE, 4 hrs. Assessment
PreK #3 Response to Intervention/Progress Monitoring	2 hrs. DALE, 4 hrs. Assessment
PreK #4 Progress Monitoring and Response to Intervention	2 hrs. DALE, 4 hrs. Assessment

***Pyramid (TACSEI) Training Certificate Breakdown**

Module 1: Building Relationships and Creating Supporting Environments	4.5 DALE, 1 hr. Assessment
Module 2: Social Emotional Teaching Strategies	5 hrs. DALE
Module 3a: Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior	5.25 hrs. Assessment
Module 3b: Individualized Intensive Interventions: Developing a Behavior Support Plan	5.5 hrs. DALE

***LETRS Training for Early Childhood Educators for Parent Aware Rating Hours Breakdown**

Content Area I: Child Development and Learning	20 hrs.
Content Area II: Developmentally Appropriate Learning Experiences	7 hrs.
Content Area IV: Assessment, Evaluation and Individualization	3 hrs.
Content Area V: Historical and Contemporary Development of Early Childhood Education	3 hrs.

ALL LEAD TEACHERS MUST SUBMIT 10 HOURS OF TRAINING IN ASSESSMENT, EVALUATION AND INDIVIDUALIZATION, REGARDLESS OF LICENSE

KCF Content Area IV: Assessment, Evaluation and Individualization

An educator of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The educator must understand:

- How to observe, record, and assess young children's development and learning and engage children in self-assessment.
- How to use information gained by observation of family dynamics and relationships to support the child's learning.
- How to use assessment results to identify needs and learning styles to plan appropriate programs, environments, and interactions.
- How to develop and use formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community.

IV.A	Observing, Recording and Assessing Development	Assessment tool training, CLASS Observation, CLASS Reliability, CLASS Awareness, CLASS Overview, CLASS & Coaching, Putting CLASS into Practice, Authentic Observation, District Planning Learning Communities: Assessment, Screening and Assessment
IV.B	Assessing & Using Information to Plan	Assessment: Gathering & Using Information, Pyramid/TACSEI (module 3a)*, Marzano Essentials for Achieving Rigor Monitor & Measure, MN Reading Corps*
IV.C	Assessing and Using Information to Enhance and Maintain Program Quality	Taming The Paperwork Monster, Transition Plans, Practices, and Approaches: Pathways to Success
IV.D	Cultural Responsibility and Practice	Observation with Purpose: Focused on Equity

Online assessment training options located on the next page may need a certificate of attendance. Use the fillable certificate of attendance templates to award the seat time associated with these trainings. Make sure you assign a title that clearly relates to assessment or the DALEs.

College and University Classes

Credit given based on MN Board of Teaching standards. 1 quarter credit = 16 hours, 1 semester credit = 24 hours. Here is an *example* list of approved assessment college courses:

Concordia University	ECE 427/527 Authentic Assessment, Observation & Assessment
Mankato State University	EEC 421 Multi-Tiered Systems of Support: Assessment & Intervention
Ridgewater College	ECED 1630 Practices and Assessments in Early Childhood
South Dakota University	ECE 321 Centered Based Assessment
St. Cloud State University	CFS 408 Authentic Assessment for Infants and Young Children
University of N. Dakota	T&L 311 Observing & Assessing Children
Winona State	EDRD 450 Differentiated Reading Instruction

General Assessment Resources

The purpose of the general assessment resources is to provide districts and programs with free, online professional development opportunities on the use of authentic assessment and ongoing observation as part of a high-quality child-centered planning system. Best practice is that lead staff is trained on the assessment tool of choice. Check with your publisher to see if assessment training on the tool is available.

All of the resources are designed for providers and administrators who would like to enhance their skills around authentic assessment practices within their program. The resources do not support use of a specific curriculum or assessment tool but guide teachers and staff in their learning of authentic assessment for program planning and instruction.

Resource	Webpage Link
Results Matter: The Heart of Authentic Assessment Training materials and Guides* *Need to use certificate of attendance template	http://www.cde.state.co.us/resultsmatter/observation
Center for Early Education and Development (CEED) Authentic Assessment Online Learning Modules and Activities* *Need to use certificate of attendance template	http://www.cehd.umn.edu/CEED/projects/ecassessment/default.html
Early Childhood Investigations Webinars	http://www.earlychildhoodwebinars.com/presentations/using-assessment-to-make-meaningful-decisions-about-teaching-and-learning-by-judy-jablon/ http://www.earlychildhoodwebinars.com/presentations/assessment-literacy-for-early-educators-unpacking-intentional-child-assessment-by-laura-bornfreund/

Assessment Specific Resources

The purpose of the assessment specific resources is to provide districts and programs that are exploring one of the four assessments on the Kindergarten Entry Profile or Voluntary Pre-Kindergarten menu of tools with more information about implementation and use of the tool.

Teaching Strategies GOLD®

Request a demo of the GOLD® tool here, which lets you look at the online system	https://teachingstrategies.com/solutions/assess/gold/
Teaching Strategies GOLD® Online Professional Development Courses	https://teachingstrategies.com/solutions/develop/online-professional-development-courses/
For GOLD® users with online accounts, Teaching Strategies provides teacher and Administrator Orientation videos for information on documentation and checkpoints and planning, communications, and reporting. The Orientation videos are located on the GOLD® homepage under the Administration tab. Under the GOLD® Dashboard, Teaching Strategies offers professional development opportunities to familiarize teachers and administrators with the components and structure of the Teaching Strategies GOLD® online system. Teaching Strategies also offers Interrater Reliability Certification through the GOLD® Dashboard.	

Desired Results Developmental Profile (DRDP) (2025) ©

DRDP's website has free online training tutorials	https://www.desiredresults.us/drdp-tutorials
Training webinar opportunities held by DRDP technical support specialists	https://www.desiredresults.us/webinars
Use guides and tip sheets on the DRDP online version of the assessment tool called DRDPTech©	https://www.desiredresults.us/drdptech

Work Sampling System®

Work Sampling System® online website. Click on the 'Training' tab for online recorded trainings and resources	http://www.pearsonclinical.com/childhood/products/100000755/the-work-sampling-system-5th-edition.html#tab-details
6.5 minute Work Sampling System® Overview	http://images.pearsonclinical.com/images/Assets/WSS_5/videos.html
1 hour overview of Work Sampling System®	http://downloads.pearsonclinical.com/videos/WSS/11-18-2014/lib/playback.html
Work Sampling Online® training video: Starting the School Year with Dr. Melissa Shamblatt including setting up classes, adding students and observations and documentation	http://downloads.pearsonclinical.com/videos/wso-091714/lib/playback.html