

# Participant Guide

Course Writer  
Module 1: Design Skills  
3 Hours

This training meets 3 hours of the required 6 hours of training related to the design and writing of courses for professional development.

3 hours

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## Course Writer Module 1: Preparing to Design a Course

### Overview of Sections

Section A: Introduction

Section B: Adults and Learning

Section C: Knowledge and Competency Framework for Early Childhood Professionals

Section D: Early Childhood Indicators of Progress (ECIPs)

Section E: Universal Multicultural Instructional Design

Section F: Wrap Up/Conclusion

### Course Objectives

1. Summarize at least three key adult learning characteristics and demonstrate how these can be integrated into course design through a written outline.
2. Articulate the use of the following tools and how they contribute to effective training and professional development in their specific contexts: Knowledge and Competency Frameworks (KCF) early childhood professionals, the Early Childhood Indicators of Progress (ECIPs), and the Universal Multicultural Instructional Design (UMID).
3. Plan course content and materials that are inclusive and responsive to the varied backgrounds, learning styles, and needs of their learners.

### Links to Resources

- A. [Achieve Course Writer Membership Resources](#)
- B. [Knowledge and Competency Framework](#)
- C. [Minnesota's Knowledge and Competency Framework for Trainers](#)
- D. [Active Learning Strategies for Any Mode of Instruction](#)
- E. [Minnesota Early Childhood Indicators of Progress \(ECIPs\)](#)
- F. [UMID](#)
- G. [Glossary of Terms for Minnesota Early Childhood and School-Age Care Professionals](#)

## Passion Topic Planning



Passion Topic:

Why is it important?

Why do people need to know about it?

What do people need to know?

How can they learn/How could you teach them?

## Early Childhood Indicators of Progress Practice

Course Title	Domain	Subcomponent
Beyond ABCs: The Development of Speech and Language		
Children's Grief, Loss, and Healing		
Beyond the Five Senses: Proprioception, Interoception, and Vestibular System		
Science Play with Cardboard Boxes		
Art Across Cultures		
Joyful language through chanting and language		
From Lullabies to Literacy: The Importance of Relationships		

## Checklist for Universal Instructional Design Principles

This checklist is a companion to the comprehensive document that defines and illustrates the principles of Universal Design for Learning. It is intended as a *Quick Check* for curriculum writers and trainers to use when they design or deliver training for early childhood educators in Minnesota. Read the items and decide if these things are happening, somewhat happening or not happening. All the items are important.

	Yes	Some	No
<b>1. What we teach/what we learn</b>			
Identify <i>essential</i> content and skills for each course and the program as a whole. <i>Essential</i> is defined as the most important information students need in order to learn content or perform a task			
Objectives are clear			
Objectives are explained to participants			
Content is understandable by varied education backgrounds i.e., language is plain and does not require previous formal knowledge			
Participants find the content relevant			
Content is multicultural			
Content reflects multiple perspectives			
<b>2. How we teach/how we learn</b>			
Provide a welcoming environment			
Attend to personal context i.e., personal stories, previous experiences, previous knowledge			
Content is developmentally appropriate i.e., tailored to current knowledge and skills of participants			
Participants have a voice for comments, questions, and reflections			
Trainer listens and responds to participants			
Trainer facilitates participants' interactions with each other about the content			
<b>3. How we access support services/how we support learning</b>			
Information is in plain English and in home language			
Jargon is explained and taught			
Reflection happens at the individual, small group, and large group levels			
There is a balance between challenge and support			
Attention is paid to affective and cognitive aspects of learning i.e., <i>how I feel, how this affects me, what I know, what I want to know, what I think</i>			
<b>4. How we demonstrate what we have learned/how we assess learning</b>			
Self-evaluation is part of reflection			
Time between sessions is used to reinforce knowledge and practice skills			
At the beginning of each session participants report on practice and skills learned			