The Registry
2908 Marketplace Drive #103
Fitchburg, WI 53719
www.the-registry.org

Tips & Tricks for Course Entry

Registry Approved Training

Become familiar with the required components of the training type you will be offering.

Registry Approved Training	
Approved Tier 1 • Provides general content information on a topic • Length of training is 1-2 hours • Can be given by a Tier 1 Trainer, Tier 2 Trainer, Tier 3 Trainer, Specialist 1, Specialist 2, or Specialist 3 • Attendance is verified by submission of roster to The Registry	**Approved Tier 2** • Presents general content and opportunity to practice using learned information and concrete application to your job. • Length of training is 2-5 hours • Can be given by Tier 2 Trainer, Tier 3 Trainer, Specialist 1, Specialist 2, or Specialist 3 • Attendance is verified by submission of roster to The Registry.
Approved Tier 3 • Presents general content and opportunity to practice using learned information and concrete application to your job • Length of time is over 5 hours • Can be given by Tier 3 Trainer, Specialist 1, Specialist 2, or Specialist 3 • Contains an assessment component involving thoughtful application and measurable outcomes. Participant displays competency in set objectives. • CEU courses fall here • Attendance is verified by submission of roster to The Registry.	**Approved Tier 4 (credit based)** • Criteria determined by institution of higher education • Can only be given by instructor • Attendance is verified by official transcript from institution of higher education.
Registered • Provides content that meets requirements for continuing education as defined by state licensing – WI Department of Children and Families (DCF). • Can be given by all Registry approved Trainer types. • Barcodes or attendance certificates are issued for verification of attendance. Submission of an attendance roster to The Registry is not required, but highly encouraged.	

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Course Description

All courses approved by The Registry fulfill the requirements for continuing education based on the guidelines established by the Wisconsin Department of Children and Families (DCF). The definition of continuing education in the DCF Licensing Rules is as follows:

Continuing education experiences may be in the areas of early childhood education, child development, child guidance, health, caring for children with special needs, first aid, nutrition as it pertains to child development, supervision of staff or the business or administrative aspects of the operation of a child care center or in communication skills (251.05(2)(c)8).

When submitting a course to The Registry, be sure the course description:

- Aligns with the DCF definition for continuing education or note how the course content relates to an individual's work with children and families within the course description
- Is clear, easy-to-read, and grammatically correct including the proper use of capitalization, punctuation, and sentence structure
- Is preferably 30-100 words
- Includes if the course is offered online (if applicable)
- Includes the name of the curriculum owner (if applicable).

Course Content Areas

The WI Core Competencies are organized into twelve Content Areas which The Registry uses to recognize and document areas of professional achievement and growth.

Be sure the content area(s) chosen:

- Matches the course description, objectives, outline and content.
- Matches the total time allocated to the course. Fractions of an hour can be entered as decimals. For example, 30 minutes is entered as 0.5 hours. Do not enter amounts less than 0.25 (15 minutes). Content hours must add up to Classroom Hours + Additional Hours.
- Information regarding the Content Areas can be found at: http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/WI_TTAP_Competenciesfinal5_1_15.pdf

Learning Objectives

Learning objectives are **required for all Tier training** and optional for Registered training. A learning objective must:

- Clearly state observable student behaviors that can be *measured*.
- Clearly express what the student will be able to do by the end of the training.
- Align with the course description, content, and learning assessments.
- Use action verbs that are easy to observe and measure, such as: • *analyze* • *apply* • *argue* • *assess* • *breakdown* • *calculate* • *clarify* • *classify* • *compare* • *construct* • *contrast* • *create* • *defend* • *define* • *demonstrate* • *describe* • *design* • *determine* • *differentiate* • *discriminate* •

discuss • distinguish • estimate • evaluate• explain • formulate • identify • illustrate • indicate • interpret • judge • label • learn • list • name • order • organize • plan • predict • prepare • recall • recognize • reproduce • select • solve • support• translate • use

- Avoid using verbs that are difficult to observe and measure, such as: *• appreciate • be aware of • become acquainted with • comprehend • cover •familiarize • gain knowledge of • know • realize • study • understand*

Cultural Competency

A cultural competency description is **required based on topic for all Tier training**; 1-2 sentence minimum. Diversity and inclusion should be considered as the course is developed. In this area, explain how cultural diversity and inclusion will be addressed within the course, relevant to the topic and illustrated using an example. Often these topics can be included in the subject matter, even if they do not seem to be a big part of the course.

Outline of Training Content, Training Methods and Training Timeline

Include a detailed syllabus, course plan or outline which includes the following:

- Summary of training content or topics addressed
- List of training methods to be used for training content delivery
- Timeline of the training or course

You can use the below chart as a guide to create your own document to upload to the Instructional Plan: Outline of Training Content, Training Methods and Training Time section in the Course Wizard.

When creating your instructional plan, be sure to think about how does the content reflect and support the learning objectives? Briefly describe each component of the training, including the training content or topics covered, the training methods to be used, and the estimated time to complete each component of the training.

Course Title: *Smooth Transitions*		
Training Content/Topic	Training Methods	Training Timeline
Introductions—trainer and participants	Large group discussion	10 mins
Review licensing rules on transitions and the consideration of the children's point of view during transition time as well as the importance and benefits of transitions.	PowerPoint lecture	90 mins
Read handout on 9 types of transitions and how they support children.	Independent reading	15 mins
Practice different transition activities.	Large group activity	30 mins

Discuss the reading and give feedback on the suggested activities. How can these be used in the classroom?	Large group discussion	20 mins
Make 1 simple transition prop	Large group activity	30 mins
Using the provided worksheet, identify key transition times and brainstorm different transition activities or methods to use.	Small group activity	20 mins
Final questions and reflection	Large group discussion	10 mins

Assessment of Learning Objectives

This is required only for **Tier 3 training**. The assessment of learning must:

- Be specific, observable and measure participant learning and understanding.
- Specifically measure each learning objective(s) you previously listed.

Resources

Resources are required for **all Tier trainings**. Resources listed must be based on current research, best practices and major resources must be published within the last 5-7 years. Although some older research is still relevant, at least one resource must be dated within this timeframe. It is preferred resource lists be presented in a bibliography format such as APA or MLA. For help in creating a bibliography, check out this resource http://www.bibme.org/apa

Authorized Trainer

When adding an authorized trainer to the course, be sure the trainer:

- Is current in the Registry system
- Has an approved trainer level (Registered, Tier, or Specialist) that meets or exceeds the training level of the course
- Is endorsed with any necessary endorsements (i.e. SBS, Pyramid Model, WMELS, etc.) required for the course.

Course Status

When a course is created, a course status is assigned to it. Refer to the status indicated to understand the current standing for a course.

- **In Process**: Trainer/training agency is creating the course, but has NOT submitted the course to the Registry for review
- **Submitted:** Course has been sent to The Registry for review
- **Approved:** Course has been reviewed by The Registry and has met DCF requirements for continuing education
- **Revisions Required:** Course has been reviewed and additional information is required to be approved.

- **Resubmitted:** Course required additional revisions. Revisions were made and sent back to The Registry for review of the changes made.
- **Declined:** Course does not meet DCF guidelines to be approved for continuing education or course revision requests have not met requirements after three attempts.

Course Revisions Required

If the course needs revisions, the course status will change to Revisions Required. The course owner will receive an email outlining the specific revisions required as noted in the staff note when the course status was updated.

Once revisions are made, the course owner must resubmit the course for approval. After the course owner makes any changes to the course content, the course owner must go all the way through the course submission form to the very end to resubmit the course for review. The course status will then update to Resubmitted.

The course will be declined if revisions are not resubmitted within 90 days.

Course Renewal

Courses need to be renewed when they expire. Registered training courses expire after 1 year and Tier training courses expire after 3 years. Once a course expires, training events can no longer be scheduled from that course.

When renewing a course that was previously approved in The Registry, the course content must meet current course approval criteria. Although a course was previously approved, it is not guaranteed the course will be automatically reapproved.

Any changes to the content of a course require a revision to the course. Course revisions to a current course can be submitted for review at any time.

Any attached documents on a previously approved course do not carry over. It is the responsibility of the trainer/agency to upload any necessary documents for course review/renewal. Contact the Registry Professional Development Department with any questions.