

GUIDING PRINCIPLES FOR CURRICULUM DEVELOPMENT

Introduction:

The Guiding Principles for Curriculum Development presents the policy by which boilerplates and curricula for line worker core training and advanced training are to be developed. Additionally, it presents the principles against which the delivery of training content is evaluated.

All training materials are expected to adhere to the minimum standards set for Continuing Education (CEs).

Line worker core training is specifically designed to orient newly hired child welfare staff to the responsibilities of the line worker position. Some of the line worker core curricula has been standardized statewide, and has a fully developed curriculum that is taught in a uniform manner. Other line worker core trainings are standardized only to learning objectives.

Advanced training includes those courses, beyond the core, that are offered to line workers, supervisors/managers, community partners and multidisciplinary staff. Advanced training reflects content areas seen as critical for best practice in child welfare services.

Definitions:

Standardized Curricula: Through a statewide process, these curricula have been developed to be delivered in a uniform manner. Typically, the curricula are very detailed with activities, trainer tips and evaluation components.

Boilerplates: Boilerplates are documents that reflect content areas designated by county representatives as critical for best child welfare practice and are solely used for the line worker core curriculum, more specifically, those trainings standardized to learning objectives only. County representatives designate the content areas on which staff is to be trained, while a working committee of PCWTA (Public Child Welfare Training Academy) staff creates and modifies the boilerplates

Principles for Boilerplates:

- Identified state and/or regional needs are incorporated into the boilerplate
- Reflects best child welfare practice
- The content must be sufficient to be defensible to the funding agency/agencies
- Boilerplates are designed for content only; training delivery of the content is at the discretion of the trainer
- Content is subject to review and modification by mandated state requirements and local regional needs

- Boilerplates have the following elements:
 - Intended Audience
 - CalSWEC standardized or regional learning objectives
 - Overall content/subject matter areas that reflect best child welfare practice
- Boilerplates are reviewed and updated by PCWTA staff and a working committee every two-three years to insure continued job relevance
- Reflect the AFSA (Adoptions and Safe Families Act) child welfare goals of child safety, permanence and well-being

Line Worker Core Lesson Plans: Lesson Plans for the line worker core curriculum operationalizes the boilerplates. Individual trainers are charged with developing lesson plans for the specific, non-statewide standardized line worker core classes they present. Prior to scheduling the training delivery date, PCWTA staff reviews the line worker core lesson plan for relevance and thoroughness.

Line Worker Core Lesson Plan Elements:

- Designated learning objectives
- Detailed content areas from the boilerplate
- Activities that are tied to the learning objectives
- Audio/visual aids used
- Approximate time markers
- Research and timely references: bibliography and documentation of any local/regional sources; 50% of the resources must be 5 years old or newer.
- Reflects AFSA child welfare goals of child safety, permanence and well-being
- Themes of fairness and equity, strength based practices, and research informed practice
- Evaluation criteria: knowledge/skills evaluation strategies (case scenarios, post tests, transfer of learning strategies, etc.)
- Back-up and/or optional plans as appropriate

Advanced Training Lesson Plans: Curricula content for the Academy's advanced courses come from a variety of sources, including but not limited to: PCWTA/county needs assessment process, county requests, trainer suggestions, state and federal mandates, and PCWTA training proposals. Documents in which the ideas for training content are proposed include training proposals, and/or draft training outlines. A complete training lesson plan is requested once a training proposal or draft training outline is approved.

Training Proposals are synopses of ideas for advanced training offerings that should be written in the curriculum description format to present training relevance to child welfare services and explain how the training is intended to improve worker performance. Training proposals are to reflect AFSA child welfare goals of child safety, permanence and well-being. They should also identify the intended audience (line workers, supervisors, managers, community partners, etc.)

Draft Training Outlines may be used by trainers to provide a synopsis of the content material for the delivery of new training. The draft-training outline is typically 1-2 pages in length, and in the required lesson plan format.

The elements of the draft-training outline are:

- Title
- Intended audience
- Global learning objectives
- AFSA Outcome Objectives
- Material to be covered in the required lesson plan format
- Length of total training time, i.e. 3 hours or 6 hours

Training proposals and draft training outlines are reviewed in the PCWTA Training Operations Committee or Training Planning Committee and either accepted or rejected for further development.

A Complete Training Lesson Plan is submitted after a draft outline or training proposal has been accepted by PCWTA. A complete training lesson plan may also be requested when a trainer has been contracted or assigned to provide a specific training for the Academy. Trainers are expected to provide a complete training lesson plan before a training is scheduled. Once the complete training lesson plan has been accepted by the Academy, training dates will be scheduled, advertising sent out, and the registration process begun.

The elements of a complete training lesson plan are:

- Title
- Date
- Intended audience
- Behaviorally specific learning objectives
- Specific content to be covered
- Reflect AFSA child welfare outcome goals of safety, permanence and well-being
- Themes of fairness and equity, strength based practices, and research informed practice
- Activities that show how the content is to be delivered (While details of the activities are not required, the purpose of the activities, how they relate to the learning objectives, should be included.)
- Approximate time markers for content, breaks, and lunch
- Audio/visual aids
- Bibliography (Research and references) with at least 50% of resources 5 years or newer.
- Evaluation criteria: knowledge/skills evaluation strategies (case scenarios, post tests, transfer of learning strategies, classroom performance system, etc.)
- Back-up and/or optional plans as appropriate (ex: optional exercises, etc. on an as needed basis to supplement or substitute for originally planned material)

*If significant changes are made from the first delivery to subsequent deliveries, a modified training lesson plan may be requested to reflect changes.

Exceptions: Under certain circumstances, to be determined by the Training Operations Committee, the County Consultant or Training Coordinator, trainers will be identified and delivery dates scheduled before lesson plans are submitted. In these situations, trainers will be expected to submit complete lesson plans at least six weeks prior to the training delivery dates.

Training Curricula are documents that reflect expansive details of training content to be delivered. Typically, training curricula take the form of manuals that contain the citing of extensive research, training delivery information, as well as trainer suggestions on the delivery of material. Training curricula also have participant handbooks.

Because of the extensive work required to develop training curricula, a work contract is created to reflect the time in which the development of this document is to be completed. PCWTA staff will provide the trainer with guidelines for the curriculum development at the time of contract negotiation.

Supervisor Core Curriculum, purchased by the Academy, represents an example of a training curriculum. Elements of the Supervisor Core Curriculum are:

- Accompanying trainer's handbooks and participant handbooks are to be utilized
- Trainers will be selected and trained by PCWTA to deliver this training
- Trainers may develop additional activities and exercises to allow them to provide variety in the manner in which training is delivered
- Trainers will be given opportunities bi-yearly to review and provide input on updating and revising this curriculum
- PCWTA staff will be responsible for any update and revisions to the curriculum.

The Manager Core Curriculum has been purchased by the Academy and represents a training curriculum. Elements of the Manager Core curriculum are:

- Accompanying Trainer's Guide and participant manuals are to be utilized
- Trainers will be selected by PCWTA to deliver this training
- Trainers may develop additional activities and exercises to allow them to provide variety in the manner in which training is delivered
- Trainers will be given opportunities bi-yearly to review and provide input on updating and revising this curriculum
- PCWTA staff will be responsible for any update and revisions to the curriculum

Handouts:

- When being contracted to deliver a standardized training curriculum, trainers are expected to utilize handouts created by the Academy

- For non-standardized line worker core lesson plans and lesson plans for advanced classes, trainers are expected to develop and provide copies of their handouts to participants
- Trainers are expected to submit a complete set of handouts to the Site Coordinator where the training is being offered, as well as electronic copies of lesson plans, bibliography, PowerPoint presentation and any handouts to the PCWTA staff person who has contracted with the trainer.
- The Site Coordinator will provide a digital copy of the handouts to the Program Coordinator in charge of digital filing.

Delivery of Training Content:

PCWTA Training Site Coordinators, or other staff designated by the Academy conduct on-going evaluations of the delivery of training content. Evaluation results are immediately shared with the trainer(s).

The following principles are related to the delivery of content:

- The Academy expects trainers to deliver the training content, which has been approved for individual boilerplates, complete training lesson plans, and training curricula
- Individual trainers not addressing content as approved may be subject to a trainer development plan.
- If it is observed that more than one trainer does not deliver some or all of the content in the same Line Worker Core class, the boilerplate for that class may be reviewed for relevance and possible modification.

eLearning Curriculum

PCWTA contracts with trainers to develop self-paced eLearning modules and for training using webinar methodology.

- Self-Paced eLearning Modules
 - The trainer is expected to provide the following when contracted for self-paced eLearning module curriculum development:
 - A PowerPoint with written narrative in the notes section. The PowerPoint will include:
 - Learning objectives
 - Reflect AFSA child welfare outcome goals of safety, permanence and well-being
 - Themes of fairness and equity, strength-based practices and research informed practice
 - Post Test Questions
 - Handouts/materials to be downloaded during the eLearning course
 - Bibliography

- Resources, if appropriate
 - Web links
 - Video, if appropriate
 - All handouts and video will have appropriate copyright permissions or be copyright free
 - The curriculum developer will work with the Instructional Developer to assist in the design of the course
- Webinars
 - The trainer is expected to provide and participate in the following:
 - Provide a PowerPoint – the PowerPoint may have animation, embedded links or video and should include learning objectives and agenda
 - Provide handouts/materials that can be downloaded or emailed to participants prior to or after the webinar
 - Bibliography
 - Resources, if appropriate
 - Web links
 - Provide Post Test Questions, if appropriate
 - All handouts and video will have appropriate copyright permissions or be copyright free
 - Participate in a familiarity session to become familiar with webinar platform, including functionality. The trainer may wish to add additional materials that adhere to the functionality of the software (i.e. polling questions, whiteboard, etc.
 - Participate in a practice session to run through the webinar training with host and/or technical moderator
 - Coaching webinars may require content be placed on the software platform prior to the delivery of the webinar