

CWDS

GUIDING PRINCIPLES FOR CURRICULUM DEVELOPMENT

Introduction:

The Purpose this section is to share and provide information regarding The Guiding Principles for Curriculum Development. This section presents the policy by which curricula for standardized and advanced trainings are 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), if applicable.

Line worker core ([Core 3.5](#)) training is statewide curricula that is specifically designed to orient newly hired child welfare staff to the responsibilities of the line worker position in child welfare. The line-worker core curricula is standardized statewide, and has a fully developed curriculum that the state requires to be taught in a uniform manner.

Line Worker Core Elements:

- Designated learning objectives
- Detailed content areas
- Activities that are tied to the learning objectives
- Audio/visual aids
- Approximate time markers
- Research and timely references:
- Reflects AFSA child welfare goals of child safety, permanence and well-being
- Themes of fairness and equity, strength based and trauma informed practices, and evidence based, research informed practice
- Evaluation criteria: knowledge/skills evaluation strategies (case scenarios, post- tests, transfer of learning strategies, etc.)

Standardized Curricula

Across the state, these curricula have been developed and standardized to be delivered in a uniform manner. The curricula are very detailed with activities, trainer tips, and evaluation components.

Advanced Training

Advanced training includes those courses 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.

Advanced Training elements:

- Curricula content for the advanced courses come from a variety of sources, including but not limited to: CWDS/county needs assessment process
- County requests
- State and Federal mandates
- Training proposals (A complete training plan including a course description, lesson plan, trainer/trainee guides, facilitator skills needed to deliver the trainings, bibliography, etc.) is required once a training proposal is approved.

Training Proposals

Training proposals provide a synopsis of ideas for advanced training offerings that should be written in the [curriculum description](#) format to present training relevant to health and human services professionals, child welfare and/or probation staff at all levels. The proposal should provide learning objectives that detail the knowledge, skills, and values that will be covered and explain how the training is intended to improve worker performance. Child Welfare specific training proposals should reflect the AFSA child welfare goals of child safety, permanence and well-being. The proposal should also identify the intended audience (line workers, supervisors, managers, community partners, etc.), provide information about the proposed modality (classroom, e-learning, simulation, etc.), and identify if the course should be evaluated for potential continuing education (CE) eligibility. Training proposals and draft training outlines may be reviewed in the CWDS Training Development Department or presented at the CWDS quarterly Southern Workforce Development Collaborative (SWDC) and may be subject to further development.

Draft Course Description

Draft Course Description may be used by Consultants/Trainers to provide a synopsis of the content material for the delivery of new training. The draft-training outline must be in the required [lesson plan outline](#) format.

The elements of the Course Description are:

- Title
- Intended Audience
- Length of Training (ex: 3 hours or 6 hours)
- Learning objectives (Behaviorally specific)
- Material to be covered
- Training Modality to be utilized
- Trainer name/bio

Complete Training Plan

A Complete Training Plan is required once a training has been accepted by CWDS. Consultants/Trainers are expected to provide a complete training lesson plan and all curriculum related documents 6-8 weeks before a training is scheduled. Once the complete training plan has been accepted dates will be scheduled, advertising sent out, and the registration process will begin.

The elements of a complete training plan for all training modalities include:

- Course Description and Course Outline with Title
- Version Number
- Area where learning objectives are covered in curriculum
- Specific content to be covered
- Themes of fairness and equity, diversity and inclusion, strength based practices, and evidence based and trauma informed practice
- Reflect AFSA child welfare outcome goals of safety, permanence and well-being (Child Welfare Trainings)
- Trainer Guide, Trainee Guide, PowerPoint (if applicable), Relevant Handouts
- Activities that show how the content is to be delivered (detailed descriptions and instructions for activities, purpose of the activities, and how the activity relates to the learning objectives, should be included.)
- Approximate time markers for content, breaks, and lunch
- Audio/visual aids/Handouts -with evidence of copyrighted permissions (If applicable)
- Bibliography (Research and references) with at least 50% of resources 5 years or newer.
- A detailed list of facilitator qualifications such as the knowledge/skills needed to deliver the training effectively.

Note: If significant changes are made from the first delivery to subsequent deliveries, a modified lesson plan and updated version number may be requested to reflect changes.

Exceptions

Under certain circumstances, the County Consultant or Training Coordinator, Consultants/Trainers will identify and schedule delivery dates before lesson plans are submitted. In these situations, Consultants/Trainers will be expected to submit complete lesson plans at least six weeks prior to the training delivery dates.

Training Curricula

These are documents that reflect expansive details of training content to be delivered. Typically, training curricula take the form PowerPoint presentations, trainer manuals that contain the citing of extensive research, training delivery information, as well as trainer suggestions for the delivery of the content. Training curricula should also include participant manuals and applicable resources and handouts.

Scope of Work

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

Handouts/Materials:

- When being contracted to deliver Core or standardized training curriculum, Consultants/Trainers are expected to utilize the materials provided by the state in the CACWT system.
- For advanced classes, Consultants/Trainers are expected to develop and provide copies of their own handouts to participants (if applicable).
- Consultants/Trainers are expected to submit electronic copies of lesson plans, bibliography, PowerPoint presentation and any handouts to the Curriculum Coordinator 6-8 weeks prior to the training and a hard copy to the Training Operations Assistant on the date of the training (for in person training only).

Delivery of Training Content:

CWDS Training Operations Assistants (TOA's) or other staff members conduct on-going evaluations of the delivery of the training content. The following principles are related to the delivery of content:

- The Academy expects Consultants/Trainers to deliver only the training content, which has been approved via the completed training lesson plan, and training curricula.
- Individual Consultants/Trainers not addressing content as approved may be

subject to a development plan or removed from the contractor pool.

- If it is observed that a trainer consistently does not deliver some or all of the content in the Line Worker Core class or alters the content of the course, they may be removed from the list of trainers for that topic.

Accessibility:

Curriculum materials shall be remediated to meet accessibility standards required by the ADA (American Disabilities act). CWDS program staff can/will assist with this requirement.

E-Learning Curriculum

CWDS occasionally contracts with Consultants/Trainers to develop self-paced eLearning modules and/or trainings using webinar methodology.

Self-Paced eLearning or micro-learning Modules elements:

- The curriculum developer will work with the Instructional Design Team to assist in the design of the course including review of final storyboards for the course.
- The trainer/developer is expected to provide the following when contracted for self-paced eLearning module curriculum development:
 1. A PowerPoint with the written narrative in the notes section that includes:
 - Learning objectives that reflect AFSA child welfare outcome goals of safety, permanence and well-being (for child welfare training), themes of fairness and equity, strength-based and trauma informed practices and evidence based, research informed practice.
 2. Knowledge Checks and Post Test Questions
 3. Any Handouts/materials to be downloaded during the eLearning course
 4. Handouts and videos with the appropriate copyright permissions or be copyright free.
 5. Bibliography- with at least 50% of resources 5 years or newer.
 6. Resources (as appropriate)
 7. Web Links (checked for accuracy)
 8. Video's (as appropriate)
 9. [CWDS e-learning curriculum design support](#) (video)
 10. [eLearning Accessibility Checklist](#)

Webinars elements:

The trainer is expected to provide following:

- Provide a PowerPoint – the PowerPoint may have animation, embedded links or video and should include learning objectives and an agenda.
- Provide handouts/materials that can be downloaded or emailed to participants prior to or after the webinar
- A Bibliography - with at least 50% of resources 5 years or newer.
- Resources as appropriate
- Web links as appropriate
- Provide Post Test Questions (if appropriate)
- Videos with the appropriate copyright permissions or be copyright free
- Participation in a familiarity session to become familiar with webinar platform, including functionality. Note: The trainer may wish to add additional materials that adhere to the functionality of the software (i.e. polling questions, whiteboard, etc.)
- Participation in a practice session to run through the webinar training with host and/or technical moderator

* Trainer should be aware that some webinars may require content to be placed on the software platform prior to the delivery of the webinar.

Supplemental Information:

The following themes should be incorporated into all curriculum development for CWDS:

- Fairness and equity
- Diversity and Inclusion ([Guidelines](#))
- Strength based language and activities
- Trauma informed practices
- Evidence based practice (EBP)