



Guide for Writing CEU Applications

This technical assistance paper is provided to assist applicants in writing a CEU Application that will have the best chance of being approved in a timely manner (i.e. little or no information missing; succinctly written; fulfills all requirements).

Please refer to the CEU Guidelines for complete requirements. They can be found online at www.massaeyc.com/ceu. Section numbers relate to application components.

SECTION B1

Category of Study/Core Competency

In keeping with the recent completion of the Department of Early Education and Care's work on defining core competencies, MassAEYC is now aligning the licensing regulation's categories of study with the core competencies. When submitting your application, please choose the ONE core competency that you feel best represents the course content focus.

The core competencies are:

- a. Child Growth and Development
- b. Planning Programs and Environments for Young Children
- c. Curriculum for Early Childhood Settings
- d. Child and Classroom Management
- e. Professionalism
- f. Children with Special Needs, Birth-16 years
- g. Infant and Toddler Development, Care, and/or Program Planning
- h. Health and Safety in Early Childhood
- i. Families and Community
- j. Child Care and Education Policy
- k. Supervision or Staff Development in Early Childhood Education
- i. Day Care Administration/ Business Administration

SECTION B2

Participant Outcomes

What are learning outcomes?

Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes.

Outcomes are not ACTIVITIES, ASSIGNMENTS, or AVERAGES

Characteristics of good outcomes

1. The specified action by the learner must be **observable**
2. The specified action by the learners must be **measurable**
3. The specified action by the learners must be **performed by the learners**

Writing Outcomes

The verb chosen for each outcome statement must be an ACTION verb that results in overt behavior that can be observed and measured.

Bloom's Taxonomy: Created in 1956 by Benjamin Bloom, a psychologist at the University of Chicago, Bloom's taxonomy serves as the basis for what are now called higher order thinking skills. The cognitive domain taxonomy helps to create a standard around which further work could be done with the concepts of higher and lower order thinking. This model included six levels of thinking: knowledge, comprehension, application, analysis, synthesis and evaluation.

Newer work, done in the 1990s, has redefined the levels both in verbiage and placement. Each level not only asks more of our thinking skills, but also includes the previous levels as subsets of the new level. The collection provides educators with a structure that can be used to build curriculum materials that take learners more deeply into any area of study.

COMPETENCE AREA	ACTION VERBS
Remembering Can the student recall or remember the information?	List, define, tell describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where etc, select, define, memorize, recognize, locate
Understanding Can the student explain ideas or concepts?	Summarize, describe, contrast, predict, associate, estimate, differentiate, match, restate, paraphrase, give example, express, illustrate, defend, distinguish, summarize, interrelate, interpret, extend
Applying Can the student use the information in a new way?	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, organize, generalize, dramatize, prepare, produce, choose, sketch, use
Analyzing Can the student distinguish between the different parts?	Compare, analyze, classify, point out, distinguish, categorize, differentiate, subdivide, infer, survey, select
Evaluating Can the student justify a stand or decision?	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, consider, critique, appraise
Creating Can the student create new product or point of view?	Plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite, originate, hypothesize, role play, construct, organize

By using these levels, and writing the desired outcomes using the action verbs above, you will be paying attention to higher-order thinking.

Some examples of well-written outcomes:

Participants will be able to:

- Describe how to set-up their caregiving routines and learning environment to promote children's communication skills
- Design specific interventions, using positive behavior support principles, for a child with challenging behavior
- Identify and reduce the exposure to toxic materials in the child care setting
- Demonstrate how to make an anticipatory planning web to guide their facilitation of learning experiences.
- Make adaptations to the environment, schedule, plans and routine that make a program inclusive of children with varying abilities and cultural backgrounds.
- Critique books for children about the creative arts

SECTION B5

Course Outlines

In reviewing course outlines, the reviewers are looking for the following:

1. Content: sufficient to explain the concept; developmentally appropriate; best practice
2. Activities: pertinent to the content; builds on adult's need to reflect and connect prior knowledge; moves participants from theory to practice
3. Diversity and inclusion: recognizes cultural values and practices; provides information on adapting activities and practices for children with special needs, where appropriate
4. Time frames: is time sufficient for content; what is the percentage of lecture to activities

EXAMPLE:

Using Age-Appropriate Approaches to Promote Social Development

Introductions, agenda and goals—No more than 15 minutes.

Large Group Activity: (15 minutes) Brainstorm social skills for young children; focusing on ages birth–8. Use handout 1.1. Discuss differences with adult skills.

Lecture and Discussion: (45 minutes)

- What is social and emotional development?
- What influences the development?
- What are some developmental characteristics?
- What are the developmental milestones?
- What are the stages for learning?
- What are some of the behaviors that might indicate some mental health issues?
- What are some of the cultural issues that may influence development?

Small Group Activity: (30 mins) Use handout 1.2. (*Skill Building Journal, Caring for Preschool Children*) Students break into groups and identify things they are actually doing to promote social development. Debrief.

Lecture and Discussion: (15 mins) Environment and planning practices that encourage social skill building.

Large Group Activity: (30 mins) Read a children's book related to social skills in young children. Debrief how to use with children. Have participants make a plan for extending the use of the book in the classroom.

SECTION B6

Bibliography

In reviewing bibliographies, the reviewers are looking for the following:

1. Resources, unless clearly “defining documents”, have been published or updated in the past 10 years.
2. There is a combination of books and articles that will not only support the course work, but allow participants to expand their knowledge.
4. Resources are easily available for students (i.e downloadable or readable on line; easily accessed in EEC professional libraries; copies are distributed)
5. Web resources are always included.

SECTION B9 Evaluations

Creating Effective Evaluation Documents

When creating an evaluation, keep in mind that EEC allows educators to substitute CEUs for college credit. The evaluation is in some way taking the place of a “test” that a student would take at the end of the course. The evaluations need to be taken seriously by the students, so must ask questions that truly evaluate what they have learned.

An equally important purpose of the evaluation is to evaluate the effectiveness of the content in supporting students to achieve the outcomes. This can be accomplished by having the students rate their level of achievement on the specific outcomes planned for the course. A low-rating of comprehension on any outcome may indicate a problem with the content.

Lastly, the evaluation should provide essential information about the presenter. As most courses are given without an evaluator present, this evaluation will be the only opportunity you will have to be confident that the presenter is utilizing effective presentation techniques.

While we do not mandate a specific template for evaluations, we offer the following as an example of an evaluation that meets the criteria above. We are aware that each training entity may want to ask questions specific to their own needs.

EXAMPLE:

Sample Evaluation Tool

Assessment of Young Children

Instructor: _____ Date: _____

Measuring Outcomes

Below are the stated outcomes for this course. Please assess, based on your own learning, whether the outcomes (what you have learned or will have changed as a result of your experience) have been achieved.

1. **Commendable:** you have learned more than you expected, the instructor and content was excellent
2. **Achieved:** you feel you can successfully complete the activities described in the outcome statements
3. **Partially achieved:** you are able to successfully complete **some** of the activities described in the outcome statements
4. **Not achieved:** the outcomes are not attainable based on what you have learned

	1	2	3	4
Give examples of developmental milestones in terms of age, experience, culture, and special needs				
List the 4 EEC recommended assessment tools and summarize their protocol.				
Describe the purposes of assessment and distinguish which assessment tool is most appropriate for each purpose				
Illustrate how assessment and curriculum planning are related				
Apply the Department of Education’s curriculum guidelines for preschool in assessment and curriculum planning for preschool children				
Collect examples of contents for classroom portfolios				
Summarize NAEYC accreditation criteria as they pertain to assessment				

Application of Knowledge

1. What assessment system would you choose if you had to make a choice?
2. List 3 reasons why you would choose that system. Be specific.
3. Please explain how doing an assessment of a child's cognitive abilities will help inform your curriculum development. Gives examples.
4. NAEYC does not require a specific assessment system. What requirements do they have about the assessment system you choose to use?

Presenter Evaluation, Use the rating scale 1-5

- 1: Yes, and more 2: Yes 3: Attempted with success
4: Attempted without success 5: No NA: does not apply to this CEU course

Question	Rating
Did the presenter identify goals and objectives at the beginning of the course?	
Were the goals and objectives met?	
Did the material presented meet your needs and expectations?	
Was there time for discussion and question and answers?	
Were the resources current, relevant, and accessible?	
Was the presenter knowledgeable and able to answer relevant questions?	
Did the presenter pay attention to adult learner's needs (breaks, adult size chairs, audio and visual)?	
Did the presenter make use of different learning modalities (audio, visual, tactile, kinesthetic)?	
Were the instructor's activities appropriate to material presented?	
Did the presenter's material provide examples of how to adapt activities for children with diverse learning needs?	
Was the presenter's material culturally respectful and relevant?	
Did the presenter's material apply to working with children in any setting (center classroom, family child care home, Head Start)?	
Did the trainer present with a positive attitude, was friendly and with a sense of humor?	