THE NEVADA REGISTRY TRAINING AND PROFESSIONAL DEVELOPMENT QUALITY ASSURANCE SYSTEM

The Nevada Registry's Quality Assurance System (QAS) is designed to document the credibility and reliability of Registry-approved training and professional development* content and delivery, create a high-quality professional development experience for participants and support Registry-approved trainers through specialized professional development opportunities. One in a series of resources for trainers, this document was created with assistance from the Training Approval System (TAS) Advisory Workgroup to outline the definition, purpose, guiding principles and standards of quality within the QAS.

According to the Southern Ontario Library Service, training is any learning activity focused on acquiring specific knowledge or skills required for a particular job or task (e.g., health and safety training requirements of Child Care Licensing) whereas professional development is the continuous expansion of skills, knowledge and abilities aimed at long-term growth and career advancement (e.g., leadership training, QRIS, etc.).

Definition

The Nevada Registry has adopted the Merriam-Webster definition of Quality Assurance:
A program for the systematic monitoring and evaluation of the various aspects of a project, service or facility to ensure that standards of quality are met.

Purpose

The purpose of the Quality Assurance System is to increase the likelihood that:

1. The integrity of Registry-approved training and professional development is preserved.
2. Registry-approved training and professional development is delivered by qualified trainers in topics that are relevant to an individual's work with young children and their families.
3. Registry-approved training and professional development are delivered using methods based on the foundational principles of adult learning and effective teaching practices.
4. Registry-approved training and professional development content embodies current knowledge and research.
5. A trainer evaluation process is maintained that identifies areas of strength and identifies areas in need of improvement.
6. Professional development support and training are available as necessary to help Registry-approved trainers build upon and improve their practice.

Guiding Principles

Two primary guiding principles serve as the foundation to the development of The Nevada Registry's Quality Assurance System:

1. A trainer's level of education, direct early childhood classroom experience and knowledge of adult learning principles are directly related to the quality of professional development delivered to adult learners.

2. Early Childhood professionals who receive high-quality continuous and cumulative professional development based on developmentally appropriate practices are more likely to provide higher quality care and education that will lead to better outcomes for children.

Standards of Quality

Standards of quality are referenced within the definition of Quality Assurance provided at the beginning of this document. Standards of quality help to detail the guidelines and characteristics of what the TAS Advisory Workgroup has identified as indicators of high quality within the delivery of professional development. These standards provide a basis for a mutual understanding about the expectations of delivering Registry-approved professional development and can be used as tools to facilitate communication with attendees and approved trainers as well as help The Nevada Registry measure the extent to which quality has been delivered. Standards of quality have been defined in three distinct areas within the quality assurance system: Content, Trainer Effectiveness and Participant Experience.

Content

The content of Registry-approved training and professional development should embody current knowledge and research, be aligned to local, state and national early childhood standards, be reviewed/updated on a regular basis and help professionals improve upon their practice with young children and their families.

Trainer Effectiveness

Registry-approved trainers should have specific education, experience and knowledge of training topic(s), deliver training and professional development in a professional manner based on the foundational principles of adult learning, remain current in their practice through ongoing

continuing education and collect participant feedback to continually improve their professional development and training delivery practice.

Participant Experience

Participants completing Registry-approved training and professional development should receive information to enhance their knowledge about early childhood and the best practices that are vital to delivering high-quality care and education to the children and families with whom they care for.

> ⚠️
> This document may undergo periodic review and revision. Always refer to the 'For Trainers' page of The Nevada Registry website for the most current version.