

Gateways to Opportunity® Registry Levels of Learning

Note: Levels of learning focus on content and individual experience. All levels contain knowledge and application to varying degrees along with reflection of the material and evaluation of practice.

	Level 1: Introductory/Awareness	Level 2: Intermediate/Application	Level 3: Advanced/Mastery
Levels	<ul style="list-style-type: none"> – Developing basic knowledge – Expanding knowledge or renewing knowledge – Focuses on early childhood or school-age/youth standards 	<ul style="list-style-type: none"> – Deepening knowledge and skills – Refinement of knowledge and skills – Application/analysis 	<ul style="list-style-type: none"> – Mastering skills – Strengthening and adapting skills for more effective application
Content Guidelines			
Presenter focus	<ul style="list-style-type: none"> – Core content, standards and related learner needs 	<ul style="list-style-type: none"> – Core content, standards, performance (i.e. changes in practice) where participant takes the new knowledge and applies it at work, and sharing the information with others 	<ul style="list-style-type: none"> – Core content, standards, performance effectively communicate to others and guide others to change practice
Training content	<ul style="list-style-type: none"> – Basic concepts and vocabulary – Essential concepts: theory, philosophy of ECE, school-age/youth – Some expanded vocabulary 	<ul style="list-style-type: none"> – Related concepts, theories and philosophies – Expanded vocabulary – Deepening of knowledge and the effective application of concepts, theories and philosophies – Basic research 	<ul style="list-style-type: none"> – Creative application of mastered skills – Problem solving – Advanced research
Process Guidelines			
Assessment of Knowledge and Skills	<ul style="list-style-type: none"> – Observation and recall of information – Knowledge of dates, events, places – Knowledge of major ideas to describe concepts – Define concepts and skills – Understanding information – Grasp meaning – Interpret facts – Order, group, infer causes – Demonstrate the basic use (application) of increased knowledge 	<ul style="list-style-type: none"> – Recognize and discuss concepts and skills – Use methods, concepts, theories – Solve problems using required skills or knowledge – Identification of components of the concept, theory or practice – Demonstrates the ability to communicate concepts and strategies related to content – Demonstrates use of increased knowledge by application, giving examples and details 	<ul style="list-style-type: none"> – Apply and explain concepts, knowledge, skills and vocabulary to content – Use knowledge gained to formulate new ideas – Generalize from given facts – Relate knowledge from several areas – Predict, draw conclusions – Compare and discriminate between ideas – Assess value of theories, presentations – Make choices based on reasoned argument – Recognize subjectivity – Demonstrates effective ability to communicate concepts, strategies and skills related to the content – Show broad use of skills – Practice on-going reflective thinking – Apply knowledge and skills consistently, extensively, and effectively

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Process Guidelines			
Evaluation and Reflection	<ul style="list-style-type: none"> – Evaluation will show at least one measurable skill or intent to apply knowledge – Evaluation will show measurable skills and increased knowledge – Reflect upon how this new information applies to position 	<ul style="list-style-type: none"> – Evaluation will show measurable skills and increased knowledge, including the ability to communicate concepts related to the content – Reflective thinking of purpose and application of new knowledge 	<ul style="list-style-type: none"> – Evaluation includes demonstrating skills and new knowledge. – May include ongoing self-study, and/or modification of a professional development plan – Evaluation includes synthesis of knowledge and skills. – May include continued modification of a professional development plan
Recommended Participant Experience	<ul style="list-style-type: none"> – No to very little experience with the topic – Basic knowledge and experience with this topic 	<ul style="list-style-type: none"> – A working knowledge and experience with the topic 	<ul style="list-style-type: none"> – In depth knowledge and experience with topic – In-depth knowledge of and experience in the application and evaluation of topic – Able to effectively communicate and share learning with others and implement changes supporting quality improvement

Introductory Level

- Remember – Retrieve relevant knowledge from long-term memory
- Understand – Construct meaning from instructional messages, including oral, written, and graphic communication

Intermediate Level

- Apply – Carry out or use a procedure in a given situation
- Analyze – Break material into essential parts and consider how parts relate to one another and to an overall structure or purpose

Advanced Level

- Evaluate – Make judgments based on criteria and standards
- Create – Put elements together to form a coherent whole; reorganize into a new pattern or structure

Gateways to Opportunity Illinois Professional Development System

“A Model of Learning Objectives”. Table 1. “The Cognitive process dimension – categories, cognitive processes (and alternative names)” (adapted from Anderson and Krathwohl, 2001, pp. 67–68) Iowa State University, Center for Excellence in Learning and Teaching, March 2009 <www.celt.iastate.edu/teaching/RevisedBlooms1.html>

“Assessing Learning Objectives Bloom’s Taxonomy”. University of Illinois, Illinois Online Network, 3 December 2014. Copyright ©2010,

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<<http://www.ion.uillinois.edu/resources/tutorials/assessment/bloomtaxonomy.asp>>