

# Learning Level Matrix

| Criteria                      | Beginner                                                                                         | Intermediate                                                                                         | Advanced                                                                                                      |
|-------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Intended Audience & Readiness | Designed for adults new to the early childhood concepts presented; no prior experience required. | Designed for practicing educators with foundational knowledge and classroom experience.              | Designed for experienced educators, leaders, coaches, or administrators with advanced professional readiness. |
| Relevance to Adult Learners   | Builds general awareness and relevance to the early childhood field.                             | Directly connects content to day-to-day teaching practice or builds on prior professional knowledge. | Addresses complex challenges, leadership needs, and broader organizational or community contexts.             |
| Learning Objectives           | Identify, describe, recognize, explain.                                                          | Apply, demonstrate, adapt, implement.                                                                | Analyze, evaluate, design, lead, mentor.                                                                      |
| Theory-to-Practice Connection | Introduces key child development and learning theories.                                          | Applies theory to instructional, environmental, and interactional decisions.                         | Critically examines, synthesizes, and integrates theory across multiple contexts and systems.                 |
| Learning Activities           | Readings, videos, guiding discussions, and knowledge checks.                                     | Case studies, practice-based tasks, and peer collaboration.                                          | Action research, coaching cycles, curriculum design, or systems-level planning.                               |

| Criteria                               | Beginner                                                                                                           | Intermediate                                                                                                                             | Advanced                                                                                                                                   |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reflection &amp; Self-Direction</b> | Structured reflection prompts focused on fundamental concepts, scenarios, or personal observation.                 | Reflective practice tied to classroom implementation or application within the learner's professional role or child care setting.        | Self-directed inquiry aligning evidence-based research with organizational or professional learning goals.                                 |
| <b>Assessment of Learning</b>          | Simple assessments such as single-answer multiple choice, true/false, matching, checklists, and short reflections. | Performance-based assessments including best-choice scenarios, drag-and-drop categorization, implementation plans, observation analysis. | Portfolios, presentations, leadership projects, multi-select and prioritization questions, interpretation of data or provided information. |
| <b>Equity &amp; Inclusive Practice</b> | Builds foundational awareness of diversity, equity, and inclusion.                                                 | Applies culturally responsive and inclusive practices in instructional and caregiving contexts.                                          | Leads equity-focused improvement efforts, evaluates systemic barriers, and engages in professional advocacy.                               |
| <b>Professional Impact</b>             | Increased foundational understanding and confidence in performing core role responsibilities.                      | Improved professional practice and measurable outcomes within the learner's work environment.                                            | Sustained organizational change, peer mentoring, leadership development, and system improvement                                            |