FET 3: Group Training Day

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In preparation for today's group training day you will need:

- Completed needs assessment from FET 2, either printed out or accessible on the computer. During Day 1 we will be addressing completing a training plan and have an opportunity to review the needs assessment and use in a practical exercise.
- Access to the Professional Development Framework (PDF) either printed out or accessible on the computer. During Day 1 we will be review Core Content Subject Areas and will be using the PDF during a practical exercise.

Day 1 Agenda - EST

9:00 - Check In/Unofficial Start

9:30 - Welcome and Introduction of Trainers

Housekeeping

Opener

Training Design Review

Outlining Content

Implement PACES™

Creating Training Plan Using PACES™

Training Activity: Problem Solving

Next Steps

11:30 - Closing

FET 3: Group Training Day

Understanding Adult Learners

N X E G C C A L O E K S S C Z
R O J J Z G I K X Y L C T O M
M P I Y E T W P O T A I Y M Y
I A N T E K E E O I N T L M N
Q B T R A R M J P C G I E U B
Z M A T I C R P H I U L F N W
H C S E I R U L V N A O M I H
Y A N Y W T G D W H G P L C Q
K C C U L T U R E T E S H A U
E K N O W L E D G E F Q F T P
N O I G I L E R E E X S H I X
Y T I L I B A S I D N V V O T
N E K F L M E L V E A D V N N
O O F S I S E U A I I I E J M
H P M S H B R D G G H H E R O

AGE
ATTITUDE
BELIEFS
COMMUNICATION
CULTURE
DISABILITY
EDUCATION
ETHNICITY
EXPERIENCE
GENDER
KNOWLEDGE
LANGUAGE
LITERACY
POLITICS
RELIGION
STYLE

What is an "unofficial start activity"?

Unofficial start activities are optional activities that are set up in advance for training attendees to participate in as they arrive. These are great for those early birds who are looking for something to do while they wait for the training to begin! It is also a way for trainees to connect with one another before any content is even delivered.

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Exercise: 4 Corners Activity

What type of activity just occurred?

What is the difference between an 'icebreaker' and 'opener'?

Why do an icebreaker or opener?

Advantages to 4 Corners	Cautions to Consider

Delivering Content:

7 Steps to developing a Training Plan:

1. Who?
2. Why?
3. When?
4. Where?
5. What For?
6. What?
7. How?

PACES™

Preview: Agenda, Outcomes (WO**/**TOs), WIIFM**/**K

Activate Prior Knowledge: Opening Activity

Content: Presentation of Knowledge & Skills

Exercise: Practice skill(s) related to the content

Summary: Brief review, application activity, Q&A, Evaluations, Implementation Plan, Follow-Up

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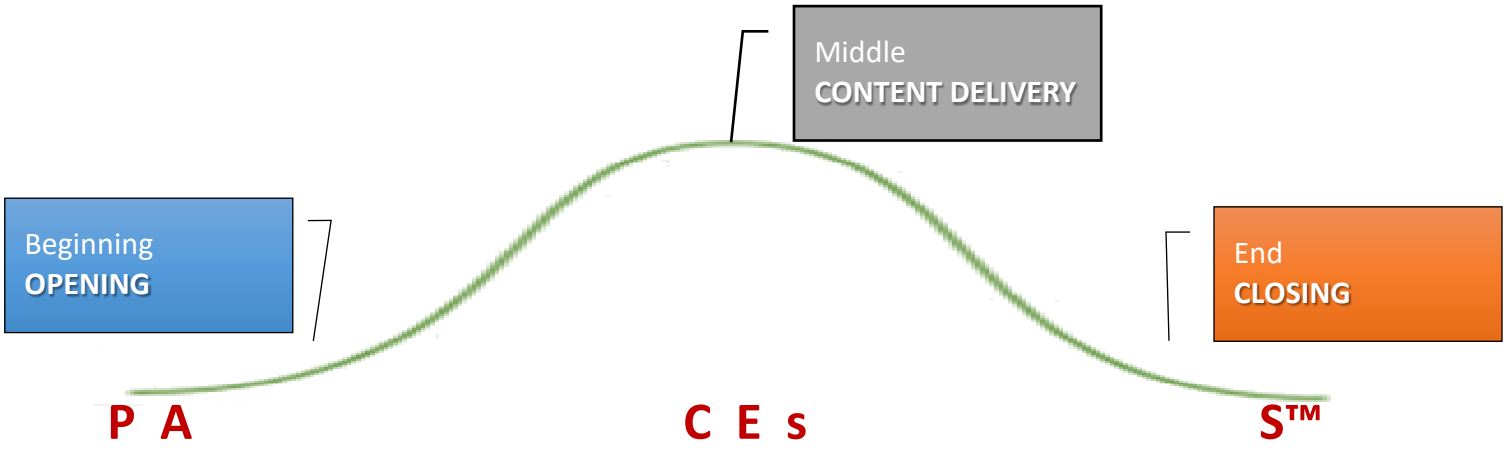
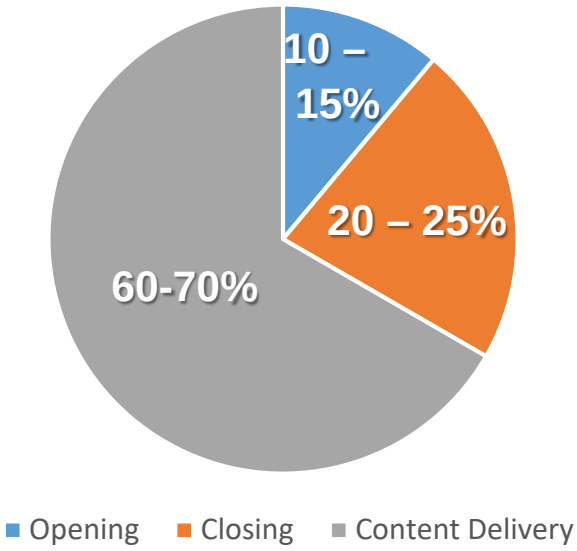
Content Delivery Curve





Content Delivery Sequence:
CEs Examples:

- **C**ontent, **E**xercise (1-2 hr. training)
- **C**ontent, **C**ontent, **E**xercise (2 hr. training)
- **C**ontent, **C**ontent, **C**ontent, **E**xercise, **S**ummary (3 hr. tr.)
- **C**ontent, **C**ontent, **C**ontent, **E**xercise, **s**ummary, **C**ontent, **C**ontent, **C**ontent, **E**xercise, **S**ummary (more than 3 hrs.)

Trainer's Responsibility
Keep the training ***focused***.
Adhere to the requested time frame.
Follow specific range of time percentages

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Writing an Outcome

SMART Outcome	Workplace Outcome
Specific – target a specific area for improvement. **M**easurable – [suggests] a guide of progress. **A**ttainable – manageable for the individual. **R**elevant – why should it be done. **T**imed – when will the result(s) be achieved.	Describes what the participant will do when they **RETURN** to the program. **Training Outcome** Describes what the participant will do **DURING** the training to achieve the workplace outcome.

Appropriate Action Verbs for Outcome

LEARNING TYPE	RELATED ACTION VERB					
Knowledge Development	Cite	Define	Distinguish	List	Recognize	Reproduce
What will participants	Classify	Describe	Enumerate	Name	Recall	
need to understand?	Compare	Detect	Explain	Quote	Relate	
	Contrast	Differentiate	Identify	Recite	Repeat	
Skill Development	Assemble	Demonstrate	Implement	Plan	Repair	Type
How will participants	Compute	Design	Measure	Prepare	Select	Write
apply what they have	Construct	Develop	Modify	Process	Solve	
learned?	Copy	Draw	Operate	Prove	Speak	
	Count	Generate	Organize	Record	Transcribe	

Armstrong, P. Blooms Taxonomy. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ 2018, October 29.
Shabatu, J. 2018, March 19. Retrieved from https://tips.uark.edu/using-blooms-taxonomy/.
K. Lawson (1998). The Trainer's Handbook, Jossey-Bass/Pfeiffer, A Wiley Company.

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Core Content Competency Practice Exercise

Training Title:

Selecting Developmentally Appropriate Books and Other Print Materials for Young Children, Ages 3 to 5 years.

Workplace Outcome:

Select developmentally and individually appropriate books and print materials in a variety of genres, for children ages 3 years to 5 years old.

Refer to the next page to answer the following:

Based on the **Workplace** Outcome:

- What is the Core Content Subject Area?
- What is the Core Content Competency?
- What is the Core Content Competency Level?

Refer to your Professional Development Framework (PDF) to answer the following:

- What page number is the above Core Content Competency found on?

Writing Your Own Plan

Please pull out the following:

- blank training plan (in the appendix of this handout)
- completed training plan (in the appendix of this handout)
- completed needs assessment

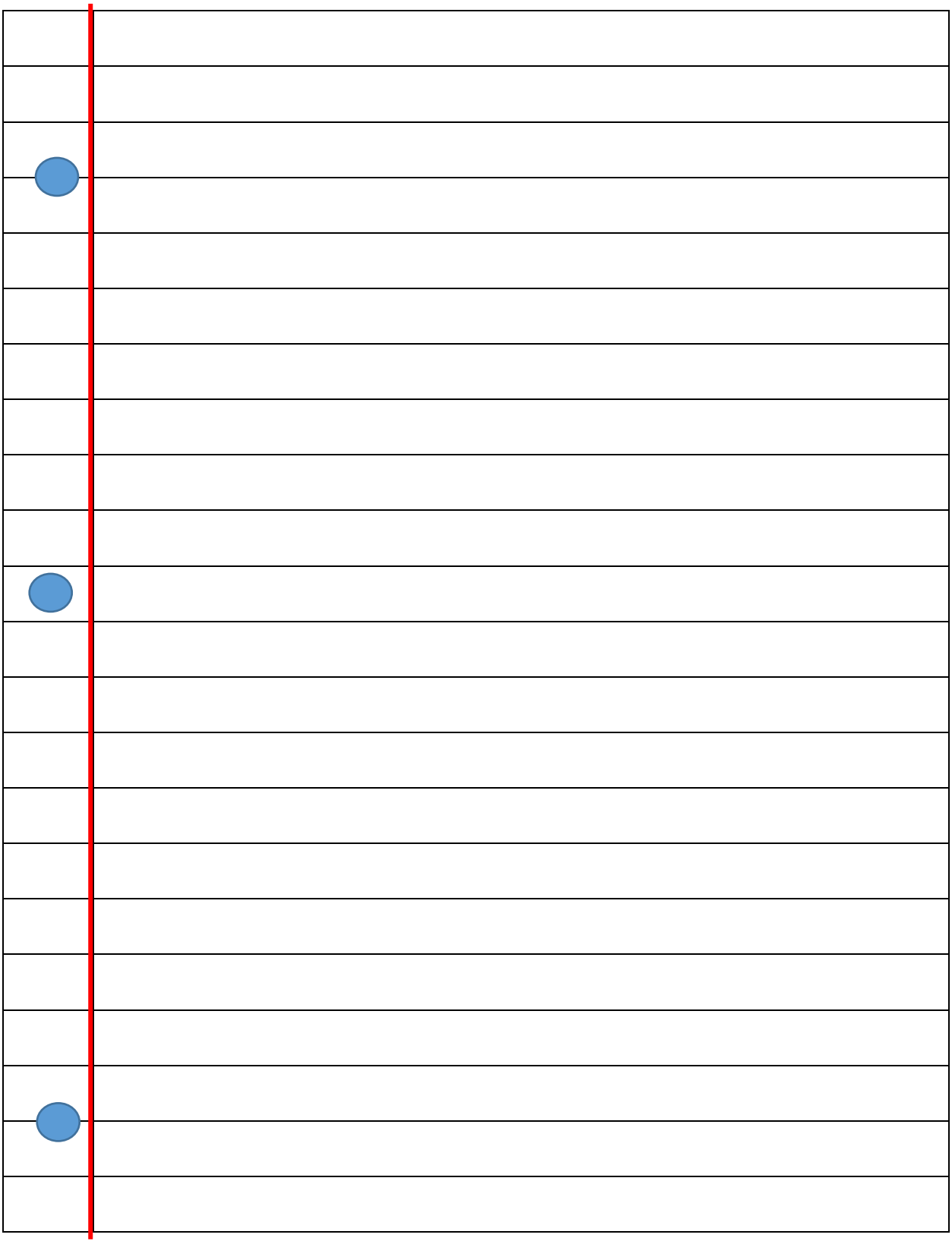
Problem Solving:

"Uh oh, Trainer!" Takeaways

Early Childhood Core Competencies: Learning Environments and Curriculum					
	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Language and Literacy	▪ Respond positively to children's attempts to communicate.3,14,16 ▪ Use and respond to verbal and nonverbal communication techniques. 20,32.33	▪ Promote activities that provide time for children to respond through open-ended questions. 23	▪ Plan activities and experiences that encourage the development of communication skills, both auditory and verbal, appropriate for young children.23	▪ During communication activities, ensure a balance of listening and talking appropriate for age and abilities of children. 2,28 ▪ Develop strategies and methods to assist children in the use of alternative and augmentative communication systems. 20	
	▪ Encourage children to engage in meaningful conversation. 3,14,32	▪ Conduct developmentally appropriate conversations. 14,33 ▪ Implement daily intentional experiences with speaking and listening and immersion in an environment where oral and written language is used in meaningful ways by children and adults.32,33,34		▪ Design activities to encourage children to talk through or explain their reasoning when solving problems (e.g., why they sorted objects into different groups; in what way two pictures are the same or different). 28	
	▪ Engage in early literacy experiences with children, such as daily adult-child book reading, songs, and rhymes. 32,34	▪ Select age-appropriate print materials and activities to support early literacy skills.32 ▪ Conduct developmentally appropriate activities that support a print-rich environment, in which children learn about books, literature, and writing. 3,14,32,33	▪ Plan early literacy experiences for children across all domains of the curriculum.4	▪ Facilitate activities to link children's spoken communication with written language (e.g., write down what children dictate and read it back to them; help them write a note to parents).28,30,33 ▪ Facilitate and evaluate the effectiveness of children's early literacy experiences (e.g., adult-child book reading, intentional experiences with speaking and listening, immersion in an environment where oral and written language is used in meaningful ways by children and adults).34	▪ Evaluate activities that practitioners plan and implement to ensure that they demonstrate daily adult-child book reading, experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults. 2

FET 3: Group Training Day

NOTES



FET 3: Group Training Day

Next Steps

Between now and Group Training Day 2

- Work on completing the Opening & Content Delivery Components of your Training Plan.
- Reach out to your Training Coach during Office Hours for an opportunity to ask detailed individual appointments and for help on your Training Plan or FET.
  If you are not free during office hours, schedule a different time with your Training Coach.
  Office Hours _____@_____
- Submit online:
  - Completed Opening & Content Delivery Components of the Training Plan

In preparation for Day 2 answer the following questions:

- Was working on the Training Plan Project harder or easier than you thought it would be?
- What areas did you find you needed to focus on more?
- What questions do you have, thus far, about the Training Plan portions you've completed?

FET 3: Group Training Day

Day 2 Agenda

9:15 - Check In/Unofficial Start

9:30 - Training Plan Debrief

Demonstration of Training Methods

Organizational Strategies for Successful Training

Levels of Evaluation

Evaluation

Trainer Credential Application

Question/Comments

Implementation Plan

Summary

Next Steps

11:30 - Closing

Training Plan Debrief

Advantages Using Training Plan	Cautions to Consider

Energizer Debrief

Advantages Using Energizers	Cautions to Consider

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Training Method: Debate

Advantages Using Debate	Cautions to Consider

Levels of Evaluation		Examples
1	Participant Reaction	
2	Participant Learning	
3	Behavior Change	
4	Results and Impact	

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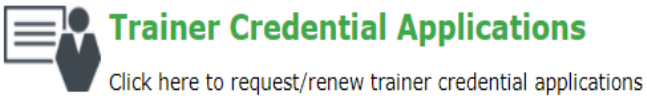
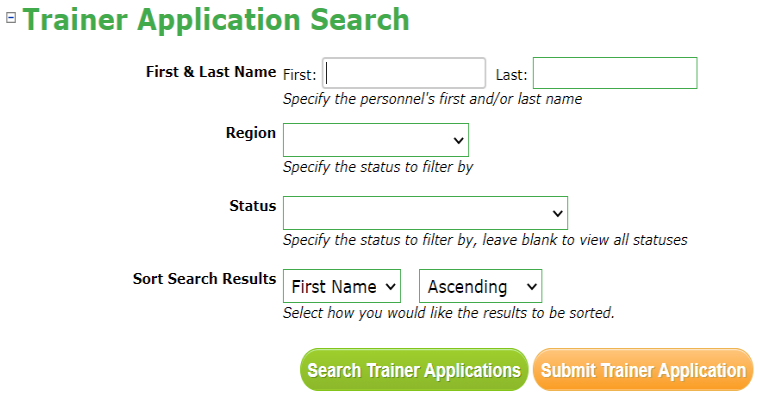
Trainer Credential Application Tips

Click "Trainer Credential Application" to start or resume application.

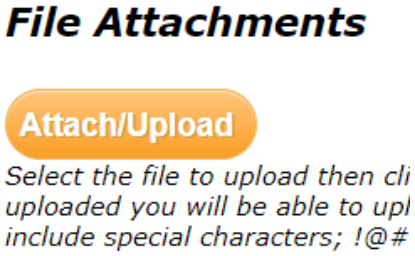


To begin a new application, click "submit trainer application".

To resume a previously saved application, click "search trainer applications. Then choose appropriate application



To attach any necessary documentation (ECE-TRIS record, transcript, resume, etc.) click attach/upload and upload and describe document.



Save – saves the document and you can return later to make updates.

Save & Submit to DCC – saved document and sends out for approval. No changes can be made after this point.

Return – does not save and returns you to the search page.

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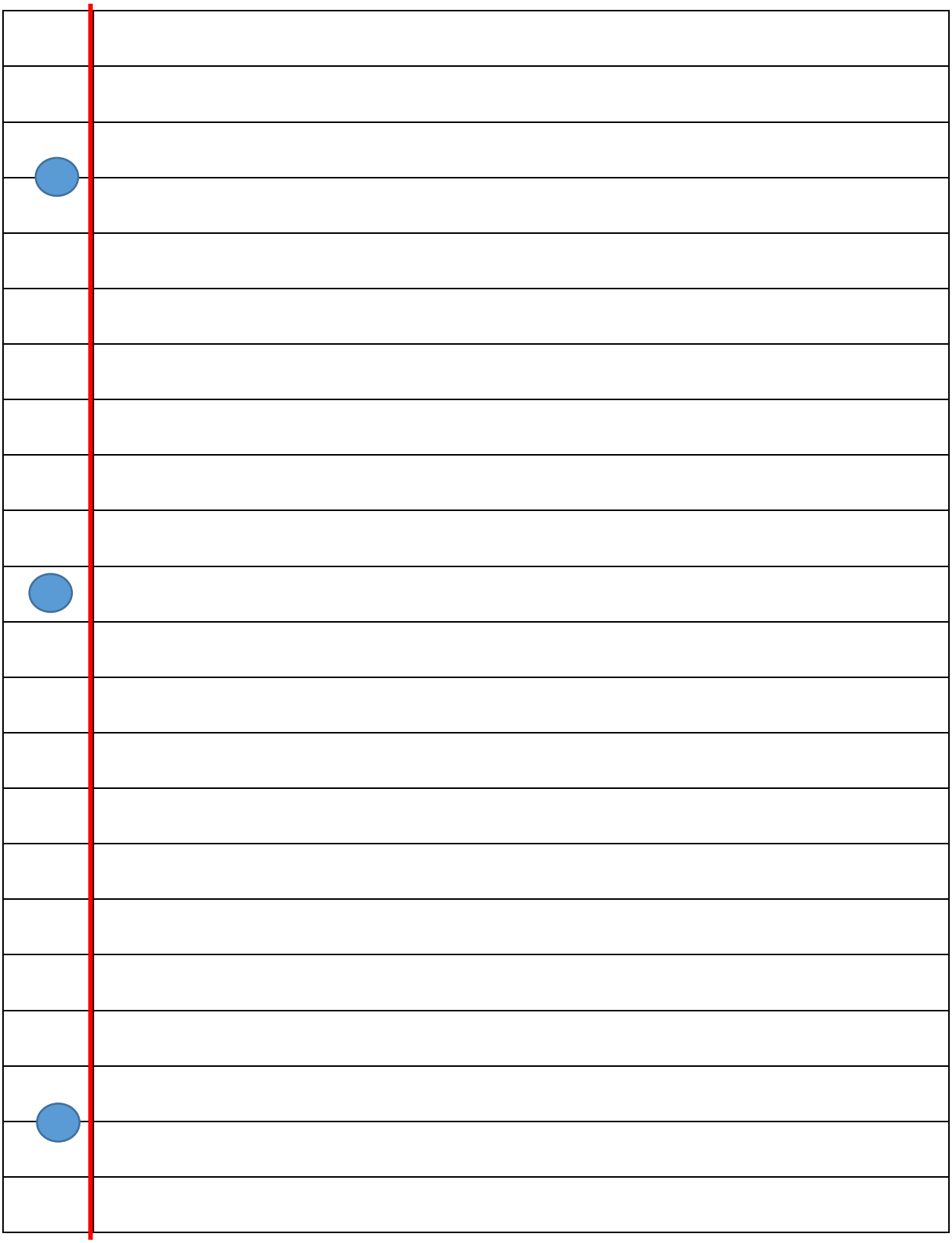
NOTES



FET 3: Group Training Day

Resources/Websites

Answer Garden - This website can be used to brainstorm, as a summary tool, as a way to get feedback, and much more! It is a simple to use tool and can be embedded into your training https://answergarden.ch/

Poll Everywhere – This website allows you to energize online meetings with live audience response activities to presentations and watch engagement and comprehension. https://www.polleverywhere.com

Child Care Aware (CCA) of Kentucky - Child Care Aware of Kentucky is Kentucky's Child Care Resource and Referral Network. This website supports providers, families, and early care and education professionals (through professional development, employers, and Trainer's Credential). It also connects to training, research, and tips and tools. https://www.childcareawareky.org/

Division of Child Care (DCC) - This website links to plans that help grow and improve childcare services and resources in the state (for parents, centers, and professionals). https://chfs.ky.gov/agencies/dcbs/dcc/Pages/default.aspx

Division of Regulated Child Care (DRCC) – This website links and lists resources relating to licensing and investigating complaints against licensed childcare facilities, certified family childcare homes, residential child caring facilities, and child placing agencies.
https://chfs.ky.gov/agencies/os/oig/drcc/Pages/default.aspx

ECE-TRIS (Early Care and Education Training Records Information System) – This website is a primary resource for trainers. You will enter your training and assign training credit for participants. Various forms and reports are available to you as well. https://tris.eku.edu/ece/content.php?CID=1

Governor's Office of Early Childhood (GOEC) – The GOEC staff is the Early Childhood Advisory Council which provides leadership and direction for the Commonwealth of Kentucky by providing a comprehensive and sustainable prenatal to age five early childhood system that will ensure a strong foundation for all children. Provides resources for School Readiness, Families, Community, Professionals, and Events & Media. https://kyecac.ky.gov/Pages/index.aspx

Needs Assessment

Completing a Needs Assessment is an important part of the training process. This will enable you to find exactly what the training need is to ensure that the training you offer meets the needs of the program. A needs assessment can be done via phone, e-mail, or mail.

Program Name: __ABC Child Care_____

Contact With: ___ Education Coordinator_____

Topic Needed: ___Choosing Books_____

Who Needs the Training: ___Infant, Toddler, and Preschool Teachers_____

Number of Participants: ___20_____

Why do they need the training/what is the situation that demands the training?

During classroom observations it has been noticed that all classrooms do not have age appropriate books in their classrooms nor are the books on a variety of topics. Teachers are not understanding what makes a book developmentally appropriate for the children in their room and are having a hard time choosing books on various topics to put in the classroom. _____

How much do the participants know about the content materials? Teachers know that books are important and have a good selection of books. However, the books accessible tend to be on the same topic and many of the books are not age appropriate. _____

What are the training needs/what would you most like to get out of this workshop.

I would like all teachers to be better equipped and know how to choose age appropriate books, as well as know how to choose books on various topics for a diverse selection of books.

Are there any particular questions or concerns, dealing with the topic, which you would like addressed in the training? Making sure teachers understand how to do this independently without needing another person to come in tell them what books they need to have.

What are the expected benefits/what particular skills would you like to gain and/or improve upon after taking the training? That teachers will be able to choose their own books, know the importance of having a wide variety of age appropriate books that are of diverse topics.

When - time and approximate dates/time frame. On our next PD day in April
Where – location. ___ABC Child Care_____

Training Plan Worksheet		
Training Topic (based on Needs Assessment) Choosing developmentally appropriate books of various genres for children ages birth through preschool.	**Level of Training** 2	**Length of Training** 2 hours
Core Content Area Learning Environments and Curriculum	**Core Content Competency** Select age appropriate print materials to support early literacy skills.	
Workplace Outcome Select appropriate books and print materials in a variety of genres, for children in the sensory motor and preoperational stages of development (infant, toddler, and preschool children, birth through 6 years).		
Knowledge **What will participants have to learn about in order to learn to do the skill.**	**Skills** **What will participants have to learn to do.**	
What the terms sensory motor, preoperational, and fine motor development mean.	Differentiate between skill levels based on age groups.	
What age appropriate is when choosing books.	Understand the progression of language from infant to preschool.	
Different genres of books.	Know how to sort books and choose various genres.	
	Select books that are age appropriate and support various genres for each age group.	
Training Outcomes Classify children's books based on characteristics of developmentally appropriate books for sensory motor and pre-operational stages of development. Classify books based on the genre.		
Training Title Selecting Developmentally Appropriate Books and Other Print Materials for Young Children, Ages Birth through 6 years		
Target Audience: Infant, Toddler, and Preschool		
Training Description During this training participants will learn how to select books that are developmentally appropriate for children ages birth through 6. Participants will have a hands on opportunity to select and classify books based on skill level and genre. Participants will learn how language progresses and develops during this age and how to choose different books based on the age group they serve.		

TRAINING PLAN

OPENING COMPONENT (10-15%) **PA**CES

Opening component is the **PA** of PACES. This means that you will **P**review the topic and outcomes, and **A**ctivate Prior Knowledge about the topic. The opening component will generally include introductions, icebreakers, housekeeping, overview of training, and an opening activity.

Title: Selecting Developmentally Appropriate Books and Other Print Materials for Young Children, Ages Birth through 6 years

Date: 4-18-2019 **Time:** 10:00 am – 12:00pm **Number of Hours:** 2 **Level of Training:** 2

***Workplace* Outcome**: Select appropriate books and print materials in a variety of genres, for children in the sensory motor and preoperational stages of development (infant, toddler, and preschool children, birth through 6 years).

Opening Time List what tasks you will be doing during your opening time.	**Training Content** (what you are going to do – activities, discussion topics, etc.) **Training Method** (how are you going to teach this method – please refer to your FET binder for training method ideas)	**Training Aids:** (Materials, Equipment)	**Time Needed:**
Welcome	*Mini-talk* Greet participants	LCD/Screen/Computer/ Remote throughout	30 sec.
Introductions	*Mini-talk* Intro myself and refer them to my 'Bio' *Writing for memory* Intro activity adapted from Jaime Pylant's "John Hancock" [SCORE by Pike, Pluth, Meiss]	Handout packet Blank ½ page in handout Writing tool	30 sec. 4 min.
Housekeeping	*Round Robin* Establish "ground rules" *Mini-talk* Explanation of Resources (handout organization, etc.) Miscellaneous things participants need to know	Chart paper/blk marker Handout packet	2 min. 1 min.
Overview	*Mini-talk* *Brief Agenda* – walk through it *Workplace Outcome* – show/read (above) *Training Outcomes* – show/read 1-Classify children's books based on the characteristics of developmentally appropriate books for children ages Birth to 7 years. 2-Classify books based on the genre.	Sides on PowerPoint Handout packet	2 min.
Activate Prior Knowledge Activity (APKA)	*Share research byte* *WIFFK* – 'Literacy' research Byte *Read aloud* Trainer reads '*Are You My Mother?*' to participants. Then, using index cards provided, asks them to jot down all the reasons why they enjoyed the story. Give them one minute for writing. [Ask them to hang on to their card, as you will have them refer to it later in the workshop.]	Source of research byte Book: *Are You My Mother?* Index cards Writing instrument	1 min. 8 min. **TOTAL TIME: 19 Minutes**

CONTENT DELIVERY COMPONENT (60-70%) PA**CEs**

Content delivery is the **CEs** of PA**CES**. This means that you will present **C**ontent about the topic, do **E**xercises to help practice skills around the topic, and short **s**ummaries to recap the knowledge and skills presented. The **s** is little, because this will be summary done at various points in the training, after **C** and **E** delivery. This is not the full **S**ummary in the Closing Component.

Content Delivery will include most all of your training outcomes. It will include the knowledge you will be teaching participants and the exercises/activities to help them learn the skills.

Title: Selecting Developmentally Appropriate Books and Other Print Materials for Young Children, Ages Birth through 6 years

Date: 4-18-2019 **Time:** 10:00 am – 12:00pm **Number of Hours:** 2 **Level of Training:** 2

***Training* Outcomes** (list what training outcome you are addressing)	**Training Content** (what you are going to do – activities, discussion topics, etc.) **Training Method** (how are you going to teach the content – please refer to your FET binder for training method ideas)	**Training Aids:** (Materials, Equipment)	**Time Needed:**
Classify children's books based on characteristics of developmentally appropriate books for sensory motor and pre-operational stages of development.	*Mini-lecture* Define the terms sensory motor, pre-operational, and fine motor development. *Create a Developmental Chart* Provide examples of fine motor development and the physical characteristics of books that support literacy development in the sensory motor and preoperational stages of development. *Brainstorm* Solicit rationale for knowing about the sensory motor and preoperational levels of development in relation to fine motor dev. related to literacy skills. *Connect & Highlight* Pull out index card (from APKA activity). If anything on your index card connects with 'fine motor' development, highlight those items in ***yellow***. *Mini-lecture* Define expressive and receptive language.	Handout with a place to write/fill in the blanks for the definitions Prepared Chart Paper with chart with 3 columns; 1) infant, 2) toddler, and 3) preschool across the top and the two dev. levels down the side. a) Small strips of paper w/fine motor skills and physical characteristics printed on each strip. Ask participants to place the strips in the correct places on the Chart. Black marker Chart paper Handout APKA index cards Notes Highlighter Chart paper Black Marker	5 min. 13 min. 3 min. 1 min. 3 min.

	List and Discuss Identify differences in expressive language levels between sensory motor and pre-operational children. List and discuss what typifies the expressive language used by early to late Sensory Motor children and early to late Pre-operational children. *Connect & Highlight* Refer to index card (from the APKA activity). If anything on your index card connects with 'children's language' development, highlight those items in ***blue***. *Mini-lecture* Discuss the developmental progression of expressive language development in young children, infant through preschool and connect to the language used in books, progressing from books for infants through books for preschoolers. Present the expressive language that typifies sensory motor and pre-operational children.	Chart paper (1/table) Black Marker(1/table) APKA index cards Notes Highlighter Handout to support mini-lecture and participant wall chart information from previous exercise	15 min. 1 min. 5 min.
Classify books based on the genre.	*Word Scramble and Crisscross Matching Activity* Introduce and define the various genres that represent the variety of books available to children. Unscramble word and match to definition. Discussion follows task. *Connect & Highlight* Refer to index card (from the APKA activity). If anything on your index card connects with 'genres', highlight those items in ***green***. *Peer Consensus* Select books that best match the developmental motor and language skills for sensory motor and pre-operational children, and, identify the genre each book represents. Classify a set of 10 books based on information presented in this workshop. Debrief when finished.	Activity sheet with genre words scrambled in one column and descriptions of genre in the 2nd column. APKA index cards Notes Highlighter 10 books for each table group Sticky notes to label genre of each book	10 min. 1 min. 20 min. **TOTAL TIME: 77 minutes**

CLOSING COMPONENT (20-25%) PACE**S**

Closing component is the **S** of PACES. This means that you will provide a comprehensive **S**ummary of the entire training. Closing Component will include all of the wrap up activities: Final Q&A, Evaluation, Implementation Plan, transfer of learning activity, Summary Activity and final housekeeping.

Title: Selecting Developmentally Appropriate Books and Other Print Materials for Young Children, Ages Birth through 6 years

Date: 4-18-2019 **Time:** 10:00 am – 12:00pm **Number of Hours:** 2 **Level of Training:** 2

Closing Time List what tasks you will be doing during your closing time.	**Training Content** (what you are going to do – activities, discussion topics, etc.) **Training Method** (how are you going to teach this method – please refer to your FET binder for training method ideas)	**Training Aids:** (Materials, Equipment)	**Time Needed:**
Summary	*Review* Summarize key points by reviewing agenda and then ask participants to notice the color-coded 'connects' between what you liked and the key points to selecting developmentally appropriate books/genres on their index cards *Identify and Analyze* Application Activity Refer to the list of books you brought reflecting the "Book Area" in your room. Identify the genre of each book and the developmental level it is best suited for (Sensory Motor or Pre-Operational). Analyze where your needs are for additional types of books, both developmentally and genres needed to enhance your Book Area. *Writing Activity* Implementation Plan Based on the content today, fully complete left side of Implementation Plan.	PP Slide Personal index cards Page in handout Implementation Plan form	2 min. 2 min. 5 min. 5 min.
Final Q & A /Comments	*Whole group discussion* Time for asking questions and solicit comments and questions regarding the topic. Time to discuss answers, solutions, and resources shared.	PP Slide, trainer's expertise, participant input	5 min.
Evaluation	*Writing Activity* Complete Evaluation Form	Evaluation Plan form	3 min.
Follow-Up Strategy	*E-mail POSTING* Transfer of Learning Activity **HOST a POST**: Trainer sends home a 'Host-a- Post' form for participants to track what they are working on; a) what they tried, b) what worked, and c) any problems they had or questions they have. Two weeks after training trainer sends an e-copy of same form. Participants fill out the e-form based on the notes they have taken on the hard copy via their personal implementation efforts and e-mail it back to trainer. Trainer compiles returned input and **posts** (no names attached) for all participants to reap from the gathered information/questions/answers. *E-mail NETWORKING* Trainer shares his/her plans for post-training Follow-Up with participants.	Computer Internet Computer Internet	2 min. to explain 1 min. to explain

Housekeeping	Based on the questions that surface, 3 – 4 weeks following the workshop, trainer will e-mail a) a resource article /or/ write a brief article with information that supports the skill they are working, addressing the concerns that surfaced. <u>Next Steps</u> We will stay in touch via e-mail and I will also e-notify you after my next meeting with Directors with a date for the next workshop in our series. <u>Final tasks/announcements</u> A networking participant list will be sent to those of you who signed the list, please remove all the throw-away items from your table, and take all of your personal items. <u>Handout Certificates</u> Certificates are available on the table behind me and are laid out in alphabetical order	PP Slide PP Slide PP Slide	30 sec. 30 sec. 30 sec. **TOTAL TIME: 26 ½ minutes**

TOTAL TRAINING TIME: 122.5 MINUTES

Training Plan Outline

Step 1: Conduct a needs assessment to determine the information for this training plan outline

Step 2: Propose a training **topic**:

- This information will come from the needs assessment and/or a conversation with the director requesting the training.

Step 3: Identify the **Core Content Subject Area** (CCSA) that best matches your training topic:

- This information can be found in the Professional Development Framework (PDF) on page Appendix 41-82 – there are seven different CCSA.
- You will choose one (possibly two) Core Content Areas that best reflect the information you have gathered from your Needs Assessment
-

Step 4: Determine the **Level** of your training:

- This will be determined by the educational experience of the staff and the information you gathered from your Needs Assessment
- You can also reference the attached Levels of training

Step 5: Write out the single **Core Content *Competency*** that best represents your training content:

- This information can be found in the Professional Development Framework (PDF) beginning on page….
- You will look under the Core Content Competency that relates directly to the Core Content Area
- Identify the **page #** where the Core Content Competency is located. This will be helpful in recalling where you found the information

Step 6: Determine the **Length** of your training (# of hours):

- The length of your training will also guide the number of outcomes for your workplace outcomes and your training outcomes

Step 7: What is the ***Workplace*** **Outcome(s)** for your training topic?

- The workplace outcome(s) are what the participant will be able to do once they return to the workplace. (think in terms of transfer of knowledge)

Step 8: *Brainstorm* a list for the **Knowledge** (what do they need to know) you will need to incorporate into your training to ensure that participants are able to transfer the information to implement the Workplace Outcome(s):

Step 9: *Brainstorm* a list for the **SKILLS** (things they will need to be able to do) to ensure that participants have the practical skills/practice to know how to use information to implement the Workplace Outcome(s):

Step 10: Prioritize the items on your two lists (**Knowledge and Skills**) by numbering them in the *sequence* that you think you will present them in your training, keeping in mind that knowledge is presented before the skill is practiced. Later on, you may decide not everything will fit in the time frame designated for this training.

Step 11: Develop the ***Training*** **Outcomes** for this training? What should the participants be able to do at the end of the training (are they able to list, recall, write, etc)

(2-3 Training Outcomes for a 2-hour training; and 3-4 Training Outcomes for a 3-hour training)

Step 12: Write a **Title** for your training:

- The title should reflect verbage from your Workplace Outcomes i.e. Writing a lesson plan for Preschool Age Children Using Creative Curriculum.

Step 13: Write a brief **Description** of your training. This information will then go into ECE-TRIS when you input your data for the training. This will make searching for your training easier for a director to search and also choose if it is appropriate for the needs of their staff.

Step 14: Decide who this training is directed to (**Target Audience**). This information will come from the needs assessment. Not every training is appropriate for all staff.

-Infant/Toddler Staff	-Directors/Administrators
-Preschool Staff	-Head Start
-School Age Staff	-Providers with children with Special Needs
-All Staff	-New Staff
-Family Child Care	

Needs Assessment

Completing a Needs Assessment is an important part of the training process. This will enable you to find exactly what the training need is to ensure that the training you offer meets the needs of the program. A needs assessment can be done via phone, e-mail, or mail.

Program Name: _____

Contact With: _____

Topic Needed: _____

Who Needs the Training: _____

Number of Participants: _____

Why do they need the training/what is the situation that demands the training?

_____

_____

How much do the participants know about the content materials? _____

_____

_____

What are the training needs/what would you most like to get out of this workshop.

_____

_____

Are there any particular questions or concerns, dealing with the topic, which you would like addressed in the training? _____

_____

_____

What are the expected benefits/what particular skills would you like to gain and/or improve upon after taking the training? _____

_____

_____

When - time and approximate dates/time frame. _____

Where – location. _____

Training Plan Worksheet		
Training Topic (based on Needs Assessment)	Level of Training	Length of Training
Core Content Area	Core Content Competency	
Workplace Outcome		

Knowledge What will participants have to learn about in order to learn to do the skill.	Skills What will participants have to learn to do.

Training Outcomes
Training Title
Target Audience
Training Description

TRAINING PLAN

OPENING COMPONENT (10-15%) **PA**CES

Opening component is the **PA** of PACES. This means that you will **P**review the topic and outcomes, and **A**ctivate Prior Knowledge about the topic. The opening component will generally include introductions, icebreakers, housekeeping, overview of training, and an opening activity.

Title:

Date: **Time:** **Number of Hours:** **Level of Training:**

Workplace **Outcome**:

Opening Time List what tasks you will be doing during your opening time.	**Training Content** (what you are going to do – activities, discussion topics, etc.) **Training Method** (how are you going to teach this method – please refer to your FET binder for training method ideas)	**Training Aids:** (Materials, Equipment)	**Time Needed:**

OPENING COMPONENT TOTAL TIME:

CONTENT DELIVERY COMPONENT (60-70%) PA**CEs**

Content delivery is the **CEs** of PA**CES**. This means that you will present **C**ontent about the topic, do **E**xercises to help practice skills around the topic, and short **s**ummaries to recap the knowledge and skills presented. The **s** is little, because this will be summary done at various points in the training, after **C** and **E** delivery. This is not the full **S**ummary in the Closing Component.

Content Delivery will include most all of your training outcomes. It will include the knowledge you will be teaching participants and the exercises/activities to help them learn the skills.

Title:

Date: **Time:** **Number of Hours:** **Level of Training:**

***Training* Outcomes** (list what training outcome you are addressing)	**Training Content** (what you are going to do – activities, discussion topics, etc.) **Training Method** (how are you going to teach the content – please refer to your FET binder for training method ideas)	**Training Aids:** (Materials, Equipment)	**Time Needed:**

CONTENT DELIVERY COMPONENT TOTAL TIME:

CLOSING COMPONENT (20-25%) PACE**S**

Closing component is the **S** of PACES. This means that you will provide a comprehensive **S**ummary of the entire training. Closing Component will include all of the wrap up activities: Final Q&A, Evaluation, Implementation Plan, transfer of learning activity, Summary Activity and final housekeeping.

Title:

Date: **Time:** **Number of Hours:** **Level of Training:**

Closing Time List what tasks you will be doing during your closing time.	**Training Content** (what you are going to do – activities, discussion topics, etc.) **Training Method** (how are you going to teach this method – please refer to your FET binder for training method ideas)	**Training Aids:** (Materials, Equipment)	**Time Needed:**

CLOSING COMPONENT TOTAL TIME:

TOTAL TRAINING TIME:

Tips for Submitting your Initial Trainer's Credential Application Online

Trainers are now able to apply for their trainer's credential online on the ECE-TRIS website.

Here are some tips to make your initial application process flow smoothly.

☐ Gather all your documentation before you start the application process. This includes any degrees, transcripts, resumes, training record, or credentials that support the level or specialty for which you are applying.

☐ Log onto ECE-TRIS. Scroll down and click on **TRAINER CREDENTIAL APPLICATIONS**

☐ Enter your information and click on either **SEARCH** (If you have already started an application or need to update your information) or **SUBMIT** (If you need to start a new application).

☐ Under **APPLICATION TYPE**, click the bubble indicating that you are making an initial application.

☐ Much of your information will self-populate! Please check all the fields making sure that all the information is correct, and fill in pertinent blank fields.

☐ Under **GENERAL TRAINER INFORMATION-SECTION II**, you can open your ECE-TRIS training record.

☐ Please fill in EVERY section.

☐ All applicants will need to sign the CERTIFICATION BOX- SECTION VI.

☐ At the bottom of the application you will see the ATTACH/UPLOAD button to send your documentation (Degrees, transcripts, resumes, and any other pertinent credentials). Please upload each document separately and label appropriately.

☐ Specialty trainers will need to submit current licensures, certifications, credentials or specialized training certificates which support their application.

☐ Lastly, you will see a button to **SAVE** your application for later submission allowing you to return to it later and complete your work and a button to **SAVE AND SUBMIT**.

Note: It is advisable for first time applicants to choose **SAVE** and then contact their Training Coach to have the application reviewed before hitting the final send!

☐ Once submitted, you will receive a confirmation that your application was received. If any additional documentation is needed you will be notified once your application is reviewed. You will receive notification from Division of Child Care on the status of your application within 30 days of submitting a complete application.

For assistance with the trainer credential application process, contact your regional Training Coach, Child Care Aware of Kentucky Coach Map.