Beyond Fundamentals

Putting FET to Work!

Module I: *Introduction and Review of PACES™*……pages 2 – 4

Module II: *Decisions, Decisions*……..pages 5 – 8

Module III: *Developing Your Training Plan: Part 1 and Part 2*…..…..pages 9 – 11

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BRIEF AGENDA

Module I: Introduction & Review of PACES™	**Module II: Decisions, Decisions**	**Module III: Developing Your Training Plan– Part 1**
a) Introduction to the Course b) Structure of the Course c) *Workplace* Outcome and *Training* Outcomes d) Opening Activity e) Review of PACES™ f) PACES™ and Your Training Plan	a) Welcome to Module II b) Introduce the 'Decision' Areas c) Discuss each 'Decision' Area d) Examples for each 'Decision' Area	a) The Written Training Plan b) OPENING Component **P**review *and* **A**ctivate Prior Knowledge **Module III: Developing Your Training Plan– Part 2** a) CONTENT DELIVERY Component **C**ontent *and* **E**xercise b) CLOSING Component **S**ummary

WORKPLACE OUTCOME

Develop 'leveled' training plans that incorporate PACES™ and provide a balance of training methods that support the identified Core Content Competency.

TRAINING OUTCOMES

1. Use PACES™ in the development and writing of your training plan.
2. Identify the Core Content Competency for your written Training Plan.
3. Identify the 'Level' of the training that is being developed.
4. Provide a balance of training methods that support adult learners throughout your workshop.

	BEFORE	AFTER
	What I remember about writing a Training Plan from my FET Seminar:	

The PACES™ Model…

…provides a systematic approach to developing a training plan.

Steps	Description	Purpose	Adult Learner Implications
Preview	Confirm topic and introduce the Training Outcomes Review agenda/overview of the content Establish relevance of the topic; WIIFM/WIIFK	Grab participant's attention Predict the course of events Peak participant's interest	Stimulate attention Predict the process Relevance to learner; focus on "real world" issues/topics
Activate Prior Knowledge	Stimulate participant's awareness of their current knowledge and/or experience with the topic Assist the brain in making connections to the new material Provide the trainer with insights as to where the group is as a whole	Assist the brain in making connections to new material; increasing comprehension & meaning Affirm participant's current knowledge & experience w/ topic Provide insights to trainer; where the group is regarding the topic	Relating materials to learners' past experiences Learner's opinions are listened to& respected Learners are a resource to everyone in the group
Content	Knowledge provided regarding current information and research about the topic at hand	Provide new information and skills OR broaden current knowledge and skills	Active training strategies that model best practice by; 1) supporting/engaging learners, 2) providing processing time, and 3) experiencing brain-based design elements
Exercise	Planned opportunities for participants to work with and practice new skills related to the content during the training Guided discussion and feedback regarding their practice	Provide opportunity & time for participants to 1) try out new skills & 2) discuss results of their practice with guidance and feedback from the trainer	Emphasize how the learning can be applied Promotes mental processing Experiencing brain-based design elements
Summary	Stress the key points covered in the training session Respond to comments/questions Transition to next lesson or plan for implementation on the job	Provide a processing mechanism for re-experiencing the content	review material through practical application Opportunity for questions Supports transfer of learning to the workplace

LEVELING YOUR TRAINING

- If you hold a **Level III or higher** Trainer Credential, you will develop a Level III workshop for this online course, *Beyond Fundamentals: Putting FET to Work.*
- If you hold a **Level II** Trainer Credential, you will develop a Level I or a Level II workshop.

Via the FET Seminar, you may already have a printed the *Revised PDF Framework* containing the **Early Childhood Core Content**. If not:
To print a copy of the Early Childhood Core Content (26 pages back-to-back); follow the instructions below:
Link: http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx
√Click on: *Governor's Office of Early Childhood : Tools and Resources*
Scroll down and √Click on: *Revised PD Framework 2011*
- *When opened, scroll to the **Early Childhood Core Content** section of the document and **print**.*

Workplace Outcome – the pot of gold – the destination, based on the Core Content Competency.
The Workplace Outcome identifies what participants must practice and do back in their workplace for implementation to occur.

NOTES:

Training Outcomes – the individual coins that make up the pot of gold – the journey along the way, based on identified *skills* and *knowledge*.
The Training Outcomes identify what participants will learn about and practice during their workshop experience. (SMART Outcomes[1])

NOTES:

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T

[1] Bartle (1997)

SKILLS	**KNOWLEDGE**
Two Essential Questions that create two Essential Lists:	
What do participants need to be able to **do** in order to accomplish the Workplace Outcome?	What do participants need to **know** in order to accomplish the Workplace Outcome?

The SKILLS and KNOWLEDGE lists help the trainer to:

1) see all the possibilities of what can be covered in the content and skills areas,
2) discern how to best prioritize and sequence the content, exercises/practice that will be included,
3) more appropriately select what will realistically fit into the time frame provided,
4) develop the Training Outcomes based on the actual skills and knowledge that will be included in the workshop.

NOTES:

APPROPRIATE *ACTION* VERBS FOR OUTCOMES/OBJECTIVES

↓LEARNING TYPE	↓RELATED *ACTION* VERBS↓	
Skill Development→	Assemble	Prepare
	Compute	Process
	Construct	Prove
	Copy	Record
	Count	Repair
	Demonstrate	Resolve
	Design	Solve
	Develop	Speak
	Draw	Transcribe
	Measure	Use
	Operate	Write
Knowledge Development→	Cite	Identify
	Compare	List
	Contrast	Name
	Define	Quote
	Describe	Recall
	Differentiate	Recite
	Distinguish	Recognize
	Enumerate	Relate
	Explain	State

K. Lawson (1998). The Trainer's Handbook, Jossey-Bass/Pfeiffer, A Wiley Company.

CREATE THE WORKSHOP TITLE

Your workshop *TITLE* needs to:

1) A_____ P_____

2) C_____ C_____

- Create something "*clever*" → followed by a "clarifier"… *Examples of workshop titles*:
  - *The Final Applause:* Evaluations That Tell You Something
  -
  -

DEVELOP A NEEDS ASSESSMENT

The type of Needs Assessment we are referring to in *Putting FET to Work* is developed exclusively by the trainer and the trainer is looking for very specific information:

1) A "Needs Assessment" that seeks information and reactions from participants _____ _____to the workshop topic they will be attending.
2) A "Needs Assessment" that seeks baseline information for Level 3 Evaluation: _____ _____ (of adult) and Level 4 Evaluation: _____ / _____ (on children), post-training.

Some examples of types of Needs Assessment questions/items:

1) Rating Scales; 1, 2, 3, 4, 5/never, sometimes, always, etc. (Rate your knowledge level regarding "ROI." – 1=low/5=high)
2) Open-ended Questions (What feature do you like least about your outdoor space for toddlers and why?)
3) Yes/No questions (I provide a minimum of 50 minutes for Choice Time in my preschool daily routine.)
4) List…(List the type and amount of each kind of toy you currently have in your Block Area.)
5) Draw a diagram of…(Draw a diagram of your current outdoor play space)

TRAINING PLAN *OPENING COMPONENT (10-15%)* **Date:**

Title:

Core Content Competency:

Level of Training: **– hour Training**

***Workplace* Outcome**:

Opening Tasks **PA**CES	**Training Content** (for Overview)	**Training Methods**	**Training Aids, Materials, Equipment**	**Time Needed**
Welcome				
Introductions ➢ Trainer(s) ➢ Participants				
Housekeeping ➢ Establish "ground rules" ➢ Explanation of Resources (handout organization, etc.) ➢ Miscellaneous things participants need to know				
Overview ➢ **P**REVIEW Brief Agenda, *Workplace* Outcome/*Training* Outcomes WIIFM/or/WIIFC ➢ **A**CTIVATE Prior Knowledge Activity				

TRAINING PLAN *CONTENT DELIVERY COMPONENT (60-70%)* **Date**:

***Workplace* Outcome**:

Level:

***Training* Outcomes**	**Content Delivery** PA**CEs**	**Training Content**	**Training Methods**	**Training Aids, Materials, Equipment**	**Time Needed**
	Content (mini-lecture and active learning experiences)				
	Content (mini-lecture and active learning experiences)				
	Content (mini-lecture and active learning experiences)				
	Exercise (Practice and Debrief)				
	summary [small 's' summary for 4-6 hour workshops]				

TRAINING PLAN *CLOSING COMPONENT (20-25%)* **Date**:

Workplace **Outcome**:

Level:

Closing Tasks PACE**S**	**Training Content**	**Training Methods**	**Training Aids, Materials, Equipment**	**Time Needed**
Summary ➢ Brief review of content ➢ Application Activity (personal application to one's own setting/children)				
➢ Implementation Plan (can do here or after Evaluations)				
Final Q & A/Comments ➢ Time for asking questions ➢ Time to discuss answers				
Evaluation ➢ Complete Evaluation Form				
Follow-Up Strategy ➢ Transfer of Learning Activity (sent home) ➢ Trainer shares his/her plan for post-training Follow-Up with participants				
Housekeeping ➢ Final tasks/announcements ➢ Next Steps ➢ Handout Certificates				

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ADDITIONAL NOTES