



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

Developed by University of Kentucky
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BRIEF AGENDA

Module I: Introduction & Review of PACES™

- 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

Module II: Decisions, Decisions

- a) Welcome to Module II
- b) Introduce the ‘Decision’ Areas
- c) Discuss each ‘Decision’ Area
- d) Examples for each ‘Decision’ Area

Module III: Developing Your Training Plan– Part 1

- a) The Written Training Plan
- b) OPENING Component
Preview and Activate Prior Knowledge

Module III: Developing Your Training Plan– Part 2

- a) CONTENT DELIVERY Component
Content and Exercise
- b) CLOSING Component
Summary

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

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 Outcomes¹)

NOTES:

S
M
A
R
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.

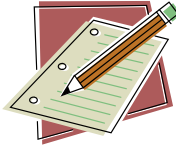
Some examples of types of Needs Assessment questions/items:

- 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 <u>P</u> ACES	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 ➤ <u>P</u> REVIEW Brief Agenda, <i>Workplace</i> Outcome/ <i>Training</i> Outcomes WIIFM/or/WIIFC ➤ <u>A</u> CTIVATE Prior Knowledge Activity				

TRAINING PLAN

CONTENT DELIVERY COMPONENT (60-70%)

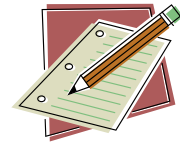
Date:



Workplace Outcome:

Level:

<i>Training Outcomes</i>	Content Delivery PACEs	Training Content	Training Methods	Training Aids, Materials, Equipment	Time Needed
	C ontent (mini-lecture and active learning experiences)				
	C ontent (mini-lecture and active learning experiences)				
	C ontent (mini-lecture and active learning experiences)				
	E xercise (Practice and Debrief)				
	s ummary <small>[small 's' summary for 4-6 hour workshops]</small>				



TRAINING PLAN

CLOSING COMPONENT (20-25%)

Date:

Workplace Outcome:

Level:

Closing Tasks PACES	Training Content	Training Methods	Training Aids, Materials, Equipment	Time Needed
Summary ➤ Brief <u>review</u> of content ➤ <u>Application Activity</u> (personal application to one's own setting/children)				
➤ <u>Implementation Plan</u> (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 ➤ <u>Transfer of Learning Activity</u> (sent home) ➤ <u>Trainer shares his/her plan</u> for post-training <u>Follow-Up</u> with participants				
Housekeeping ➤ Final tasks/announcements ➤ Next Steps ➤ Handout Certificates				

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ADDITIONAL NOTES

