



## Course Overview

- This course will take approximately 7 hours to complete (including completion of application activity)
- Upon successful completion of all components 7 hours of how to train other adult hours will be issued
- Audience: Trainers

## Course Description

Welcome to ***Beyond Fundamentals: Putting FET to Work!*** Putting FET to Work is an 7-hour online learning experience that helps you design a training plan on a topic of your choosing. Upon completion, you will have a new, custom training session that you can begin training on immediately.

This online Seminar includes three, sequential Modules to be completed in order. It is important to get started right away and that you pace yourself. You move on to each subsequent assignment once the prior assignment has been successfully completed and a completion point has been submitted by the Course Facilitator.

The assignments are submitted for feedback, which can include some back and forth between you and the Course Facilitator. Please allow up to 3 business days for your individualized feedback to be provided.

**Please note:** this is ***not*** a course where you sit down at the computer and finish in one, 7-hour session. This course will be stopped and started as needed and necessary to complete and review all components.

## Course Facilitator



April Brown

Training Coach – The Lakes Region  
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## Outcomes

### Training Outcome

- Use PACES™ in the development and writing of your training plan.
- Identify the Core Content Competency for your written Training Plan.



- Identify the ‘Level’ of the training that is being developed.
- Provide a balance of training methods that support adult learners throughout your workshop.

Workplace Outcome

Develop ‘leveled’ training plans that incorporate PACES™ and provide a balance of training methods that support the identified Core ContentCompetency.

**Course at a Glance**

	Lesson	Goals / Materials
1	Welcome and Introductions	Course Details
2	Introduction and Review of PACES™	Review PACES™
3	Decisions, Decisions	Starting your Training Plan Quiz – Assignment 1 – Training Plan Outline
4	Developing Your Training Plan	Opening Component Quiz – Training Plan Part 1 – Complete Opening Component Content Delivery and Closing Component Quiz – Training Plan Part 2 – Complete Content Delivery and Closing Components
5	Course Wrap Up	Course Evaluation ECE-TRIS Form Certificate of Completion

**Other Resources and Technology Requirements**

Kentucky’s Early Childhood Professional Development Framework -  
<https://kyecac.ky.gov/families/Documents/pd-framework-2011.pdf>

**Policies and Expectations**

Special Accommodations:

Students who seek special accommodations due to a disability should contact us upon signing up for the course, or discovering the need for accommodations, and we will work to provide appropriate accommodations in a timely manner.

Credit will be entered into ECE-TRIS within 10 calendar days of successful completion of the training session.

### **Expectations:**

- Take notes and use resources in the course as you complete activities and assignments. Just make sure all work is your own. When using resources to provide answers, put the responses in your own words.
- Do not copy answers from anyone else. If identical responses are found you may be requested to redo work before being assigned credit for the course.
- All course content and assignments must be completed satisfactorily to receive credit for this training session. You may be asked to provide follow up information or complete assignments again to complete the training session.



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What I remember about writing a Training Plan from FET

The PACES™ Model provides a systematic approach to developing a training plan.

<b>Steps</b>	<b>Description</b>	<b>Purpose</b>	<b>Adult Learner Implications</b>
<b><u>P</u>review</b>	<p>Confirm topic and introduce the Training Outcomes</p> <p>Review agenda or 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>
<b><u>A</u>ctivate Prior Knowledge</b>	<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 &amp; meaning</p> <p>Affirm participant's current knowledge &amp; 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 &amp; respected</p> <p>Learners are a resource to everyone in the group</p>
<b><u>C</u>ontent</b>	<p>Knowledge provided regarding current information and research about the topic at hand</p>	<p>Provide new information and skills</p> <p>OR broaden current knowledge and skills</p>	<p>Active training strategies that model best practice by;</p> <p>1) supporting/engaging learners, 2) providing processing time, and 3) experiencing brain-based design elements</p>
<b><u>E</u>xercise</b>	<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 &amp; time for participants to</p> <p>1) try out new skills &amp;</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>
<b><u>S</u>ummary</b>	<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>

## Outcomes

- If you hold a **Level III or higher** Trainer Credential, you will develop a Level III training 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 training.



**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.



**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 training experience.

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<u>SKILLS</u>	<u>KNOWLEDGE</u>
<b>Two essential questions that create to essential lists:</b>	
What do participants need to be able to <b>do</b> in order to accomplish the Workplace Outcome?	What do participants need to <b>know</b> 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.

**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     |

**Create the Training 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:

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

\*\*\*\*\* Reminder\*\*\*\*\*

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## References

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# 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
<b>Welcome</b>				
<b>Introductions</b> ➤ Trainer(s)  ➤ Participants				
<b>Housekeeping</b> ➤ Establish “ground rules”  ➤ Explanation of Resources (handout organization, etc.)  ➤ Miscellaneous things participants need to know				
<b>Overview</b> ➤ <u>P</u> REVIEW Brief Agenda, <i>Workplace</i> Outcome/ <i>Training</i> Outcomes WIFM/or/WIIFC  ➤ <u>A</u> CTIVATE Prior Knowledge Activity				

**TRAINING PLAN**

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

**Date:**



**Workplace Outcome:**

**Level:**

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

## TRAINING PLAN

Workplace Outcome:

CLOSING COMPONENT (20-25%)

Date:



Level:

Closing Tasks PACES	Training Content	Training Methods	Training Aids, Materials, Equipment	Time Needed
<b>Summary</b> <ul style="list-style-type: none"><li>➤ Brief <u>review</u> of content</li><li>➤ <u>Application Activity</u> (personal application to one's own setting/children)</li></ul>				
➤ <u>Implementation Plan</u> (can do here or after Evaluations)				
<b>Final Q &amp; A/Comments</b> <ul style="list-style-type: none"><li>➤ Time for asking questions</li><li>➤ Time to discuss answers</li></ul>				
<b>Evaluation</b> <ul style="list-style-type: none"><li>➤ Complete Evaluation Form</li></ul>				
<b>Follow-Up Strategy</b> <ul style="list-style-type: none"><li>➤ <u>Transfer of Learning Activity</u>(sent home)</li><li>➤ Trainer shares his/her plan for post-training <u>Follow-Up</u>with participants</li></ul>				
<b>Housekeeping</b> <ul style="list-style-type: none"><li>➤ Final tasks/announcements</li><li>➤ Next Steps</li><li>➤ Handout Certificates</li></ul>				