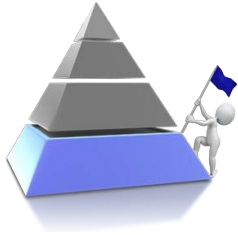


FET 1: Effective Trainers, Adult Learners, and Learning Environments



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Effective Trainers and Training

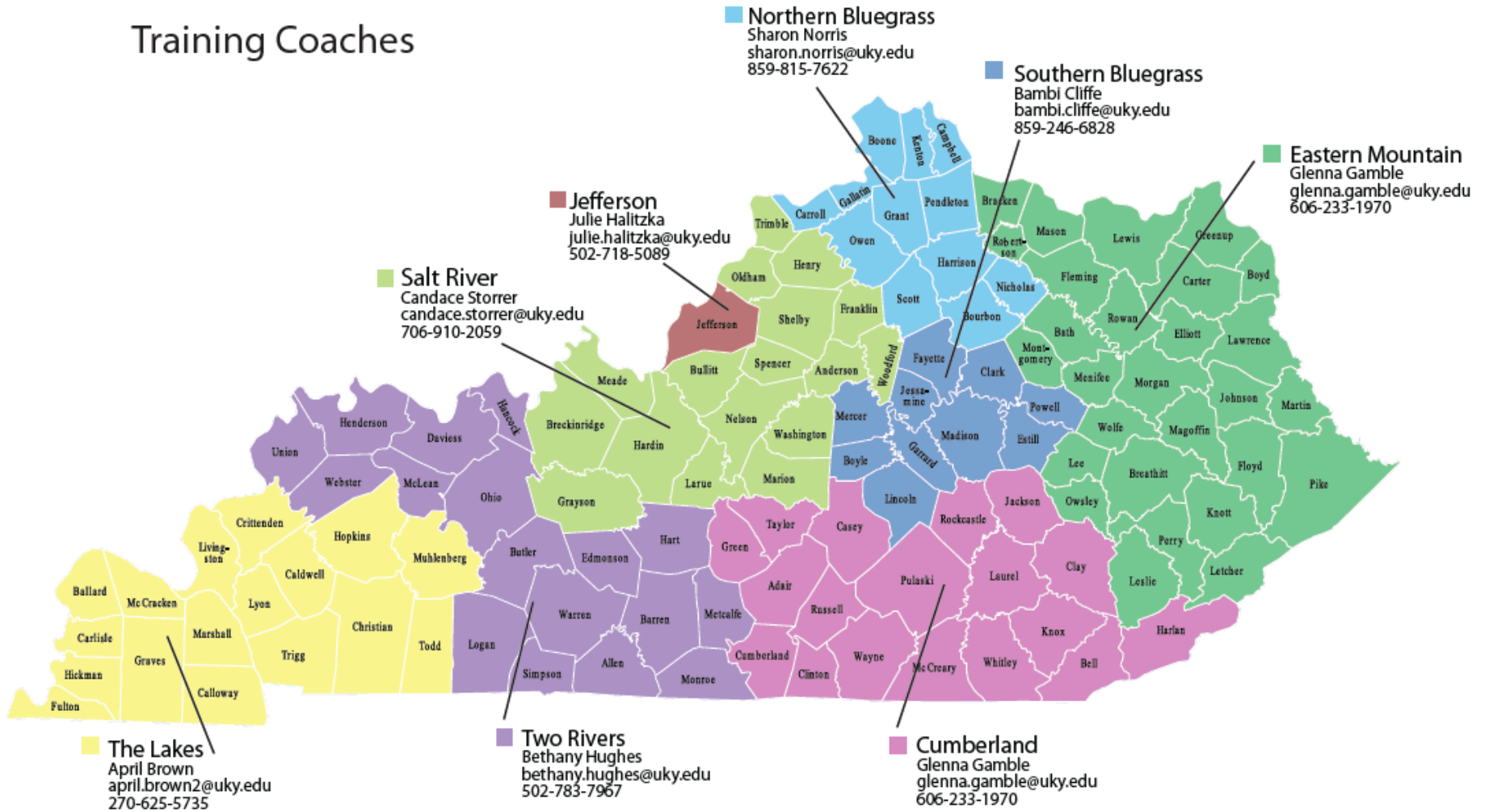
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Training Coaches





Trainer Credential Overview

The Trainers Credential was created as a result of the KIDS Now initiative. The vision for Kentucky is that...

All young children in Kentucky should be _____ and _____, possess the foundation that will enable _____ and _____ success, and live in _____ families that are supported and _____ within their _____.

Let's consider how training enters into this picture for Kentucky's young children. If a trainer is effective then the participants of the training will transfer their learning into the classroom which will directly benefit the children of Kentucky.

Research shows that the two primary variables affecting the quality of early care and education are:

1. _____
2. _____

When designing the credentialing process, the Professional Development Council had these goals in mind:

Relate trainer expertise to specific _____ of _____

Give opportunities to _____ trainers

Increase _____ of trainers

This credential process also helps guide new trainers and provides opportunities to practice new skills before addressing an actual audience. Trainers, both new and experienced, can always share ideas with each other to increase the expertise of their fellow trainers.

What is the Eligibility Criteria?

- Must be at least 21 years of age
- Minimum of high school diploma/GED
- Experience in field of early childhood

Trainer Credential Overview

The Early Care and Education Trainer's Credential Grid details the requirements for each level.

Please take a couple minutes to look at the grid (full size on next page) to figure out which level you may fit into best. As you can see from the grid there are levels 1 through 5 plus a Specialty credential.

Kentucky Early Care and Education Trainer's Credential Grid
For additional information visit: <http://www.kentucky.gov/ece/ece/Training/Trainers/TrainerGrid.aspx>

TRAINER LEVELS	EDUCATION & EXPERIENCE	REQUIREMENTS: ALL APPLICANTS MUST BE AT LEAST 21 YEARS OF AGE	PERMITTED TRAINING LEVELS	RENEWAL PERIOD
1	-H.S. Diploma or equivalent and -At least 3 years FT* related experience in early childhood field	- Complete Introduction to Resources in Kentucky for Early Childhood Trainers -Complete cabinet designated data system training	-Co-train single topic with credentialed trainer at higher training level	-Valid for three years -Non-renewable
2	-At least a CDA or Director's Credential -3 years FT* experience in early childhood field OR -10 years FT* related experience in relevant core content and formal early childhood training equating 60 clock hrs. or 4.0 C.E.U.s or 3 college credit hours	- Complete Introduction to Resources in Kentucky for Early Childhood Trainers -Complete Fundamentals of Effective Training -Complete cabinet designated data system training	- Training hours as required by the Division of Licensed Child Care - Commonwealth Child Care Credential training or initial 60 hours of CDA training through an approved training organization (Levels 1 and 2 of the Rubric for Levels of Training/Professional Development) - Co-train higher (80-120 hours) CDA level with a level 4 and 5 Trainer through approved training organizations - Co-train 12 hours with a Level 4 or Level 5 Trainer before training ends	-Renewable every three years by application including documentation of: - Training in EC field equating 36 clock hours to include a minimum of 7 hours in adult learning theory and 4 hours in early childhood - Remain updated on state and national early childhood issues. State updates available at website.
3	-Bachelor's degree in early childhood or the equivalent of 30 credit hours in early childhood coursework and -3 years FT* related experience in early childhood field OR -At least a Bachelor's degree in a field related to early childhood, and -At least 1 year FT* related experience in EC field OR -A Bachelor's degree in a field not related to early childhood and -10 years FT* related experience in early childhood field	- Complete Introduction to Resources in Kentucky for Early Childhood Trainers -Complete Fundamentals of Effective Training -Complete cabinet designated data system training	- Training hours as required by the Division of Licensed Child Care Levels 1,2, and 3 on Rubric for Levels of Training/Professional Development - Commonwealth Child Care Credential or CDA instruction, through approved training organization - Train Levels 1,2 and 3 on the Rubric for Levels of Training/Professional Development, through an approved training organization	-Renewable every three years by application including documentation of: - Training in EC field equating 36 clock hours to include a minimum of 7 hours in adult learning theory and 4 hours in early childhood - Remain updated on state and national early childhood issues. State updates available at website.
4	-At least a Bachelor's degree in early childhood, and -1 year FT* related experience in early childhood field OR -A Bachelor's degree in a related field to early childhood and the equivalent of 3 credit hours in child development and 1 year FT* related experience in early childhood field OR -At least a Bachelor's degree in a field not related to early childhood, and the equivalent of 3 credit hours in child development, and -At least 10 years FT* related experience in EC field	- Complete Introduction to Resources in Kentucky for Early Childhood Trainers -Complete Fundamentals of Effective Training -OR submit documentation of equivalent training -Complete cabinet designated data system training	- Training hours as required by the Division of Licensed Child Care Levels 1,2,3,4 - Train Levels 1,2,3 and 4 on the Rubric for Levels of Training/Professional Development, through an approved training organization	-Renewable every three years by application including documentation of: - On-going training in EC field equating 36 clock hours to include a minimum of 7 hours in adult learning theory and 4 hours in early childhood - Remain updated on state and national early childhood issues. State updates available at website.
5	-At least a Master's degree in early childhood and -1 year FT* related experience in early childhood field OR -At least a Master's degree in a field related to early childhood (non related not considered) and 3 credit hours in child development, and -1 year FT* related experience in Early Childhood field	- Complete Introduction to Resources in Kentucky for Early Childhood Trainers -Complete Fundamentals of Effective Training -OR submit documentation of equivalent training -Complete cabinet designated data system training	- Train at all training levels (1-4)	-Renewable every three years by application including proof of current license, certificate, or credential in area of expertise
SPECIALTY TRAINER	Current license, certification, or equivalent and at least three years related experience in area of expertise in which topic is being trained	- Complete Introduction to Resources in Kentucky for Early Childhood Trainers -Complete cabinet designated data system training	- Special training ONLY in area of expertise - Training hours as required by the Division of Licensed Child Care through an organization ONLY in area of expertise	-Renewable every three years by application including proof of current license, certificate, or credential in area of expertise

* Full Time (at least 30 hours per week), Part Time (15-29 hours per week) will apply towards full time experience at the rate of 2 PT years =1FT year.
 *Revised 2012

Level 1 is designed for new trainers that may just want to get their feet wet. They may only train as a co-trainer on a single topic of early care and education with a credentialed trainer at a higher training level. Level one is **non-** renewable. As you can see from the requirements column, *FET* is not required for this level; however, completing *Introduction to Resources in Kentucky for Early Childhood Trainers* and completing the training for ECE-TRIS, the cabinet designated data system, are required.

Want to take a closer look at the Trainer Credential grid to see what level you may qualify for? Review the grid on the next page (which can also be located at: <http://cca.hdiuky.org/wp-content/uploads/2019/09/3-tc-trainers-grid.pdf>).

Kentucky Early Care and Education Trainer's Credential Grid

TRAINER LEVELS	EDUCATION & EXPERIENCE	REQUIREMENTS: ALL APPLICANTS MUST BE AT LEAST 21 YEARS OF AGE	PERMITTED TRAINING LEVELS	RENEWAL PERIOD
1	- H.S. Diploma or equivalent and - At least 3 years FT* related experience in early childhood field	- Complete Introduction to Resources in Kentucky for Early Childhood Trainer's -Complete cabinet designated data system training	- Co-train single topic with credentialed trainer at higher training level	- Valid for three years - Non-renewable
2	- At least a CDA or Director's Credential - 3 years FT* experience in early childhood field OR - 10 years FT*related experience in relevant core content, and formal early childhood training equaling 45 clock hrs; or 4.5 C.E.U.s; or 3 college credit hours	- Complete Introduction to Resources in Kentucky for Early Childhood Trainer's - Complete Fundamentals of Effective Training -Complete cabinet designated data system training	- Training hours as required by the Division of Licensed Child Care - Commonwealth Child Care Credential training or initial 60 hours of CDA training through an approved training organization (Levels 1 and 2 of the Rubric for levels of Training/Professional Development) - Co-train higher (60-120 hours) CDA level with a level 4 and 5 Trainer through a approved training organizations - Co-train 12 hours with a Level 4 or Level 5 trainer before training solo	Renewable every three years by application, including documentation of: - Training in EC field equaling 30 clock hours to include a minimum of 7 hours in adult learning theory and 8 hours in early childhood - Remain updated on state and national early childhood issues. State updates available at websites
3	- Associate degree in early childhood or the equivalent of 30 credit hours in early childhood coursework and - 3 years FT* related experience in early childhood field OR - At least a Bachelors degree in a field related to early childhood, and - At least 1 year FT* related experience in EC field OR - A Bachelors degree in a field not related to early childhood and - 10 years FT* related experience in early childhood field	- Complete Introduction to Resources in Kentucky for Early Childhood Trainer's - Complete Fundamentals of Effective Training -Complete cabinet designated data system training	- Training hours as required by the Division of Licensed Child Care Levels 1,2,and 3 on Rubric for Levels of Training/Professional Development - Commonwealth Child Care Credential or CDA instruction, through an approved training contractor - Train Levels 1,2,and 3 on the Rubric for Levels of Training/Professional Development, through an approved training organization	Renewable every three years by application, including documentation of: - Training in EC field equaling 30 clock hours to include a minimum of 7 hours in adult learning theory and 8 hours in early childhood - Remain updated on state and national early childhood issues. State updates available at websites
4	- At least a Bachelors degree in early childhood, and - 1 year FT* related experience in early childhood field OR - A Bachelors degree in a related field to early childhood and the equivalent of 3 credit hours in child development and 1 year FT* related experience in early childhood field OR - At least a Bachelors degree in a field not related to early childhood, and the equivalent of 3 credit hours in child development, and - At least 10 years FT* related experience in EC field	- Complete Introduction to Resources in Kentucky for Early Childhood Trainer's - Complete Fundamentals of Effective Training (OR submit documentation of equivalent training) -Complete cabinet designated data system training	- Training hours as required by the Division of Licensed Child Care, Levels 1,2,3,4 - Train Levels 1,2,3 and 4 tracks on Rubric for Levels of Training/Professional Development, through an approved training organization	Renewable every three years by application, including documentation of: - On-going training in EC field equaling 30 clock hours to include a minimum of 7 hours in adult learning theory and 8 hours in early childhood - Remain updated on state and national early childhood issues. State updates available at websites
5	- At least a Masters degree in early childhood and - 1 year FT* related experience in early childhood field OR - At least a Masters degree in a field related to early childhood (non related not considered) and 3 credit hours in child development, and - 1 year FT* related experience in Early Childhood field	- Complete Introduction to Resources in Kentucky for Early Childhood Trainer's - Complete Fundamentals of Effective Training (OR submit documentation of equivalent training) -Complete cabinet designated data system training	- Train at all training levels (1-5).	-Renewable every three years by application, - Remain updated on state and national early childhood issues. State updates available at websites
SPECIALTY TRAINER	Current license, certification, or equivalent and at least three years related experience in area of expertise in which topic is being trained	- Complete Introduction to Resources in Kentucky for Early Childhood Trainer's -Complete cabinet designated data system training	- Special training ONLY in area of expertise - Training hours as required by the Division of Licensed Child Care through an organization ONLY in area of expertise	Renewable every three years by application, including proof of current license, certificate, or credential in area of expertise

* Full Time (at least 30 hours per week), Part Time (15-29 hours per week) will apply towards full time experience at the rate of 2 PT years =1FT year.

*Revised 2012

Trainer Credential Grid

What is the Required Coursework for Credentialed Trainer Applicants?

Fundamentals of Effective Training (FET)

- The FET seminar is a 17-hour Hybrid course which is a blend of face-to-face and online (note: face-to-face day may shift to virtual as needed).
- FET is required for Trainer Credential applicants seeking Levels 2-5, Child Care Health Consultants and Early Childhood Mental Health Specialists.
- FET has a three year expiration for applicants.
- Level 1 or Specialty applicants are not required to take FET.
- The current Trainer's Credential regulation can be found at: <https://apps.legislature.ky.gov/law/kar/922/002/240.pdf>

Introduction to Kentucky Resources for Early Care and Education Trainers

- 2 hour online course, no registration fee
- Required for all applicants
- Register at <https://www.hdilearning.org/product-category/how-to-train-other-adults/intro-to-resources/>
- Has a three year expiration
- Upon completion, credit for the training will appear on the ECE-TRIS training record and will self-populate on the online trainer credential application.

Entering Quality Training Data into ECE-TRIS

- Approximately 2 hour online course, no registration fee
- Register at <https://tris.eku.edu/ece/ece-training>
- This course has 9 modules with checks for understanding throughout the sections.
- You will only be able to progress through the modules in sequential order.
- When directed to the training, you will login with your ECE-TRIS credentials.
- Upon completion, credit for the training will appear on the ECE-TRIS training record and will self-populate on the online trainer credential application.

For those of you that are not familiar with ECE-TRIS, it is the approved Cabinet designated data system. If you do not already have an ECE-TRIS account, please complete the Personal Information Form found on the FORMS page and fax that to ECE-TRIS. As a credentialed trainer you will be required to enter your own data into this system so that your participants can receive credit for their early care and education clock hours.

How Do I Apply?

How do I Apply to become a Credentialed Trainer?

- The application is available at: <https://tris.eku.edu/ece/content.php?CID=1>
- 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 *Submit* (if you need to start a new application) or *Search* (if you have already started an application or need to update your information).
 - You can start your application at any time and return to add to it.
 - Before finalizing and submitting your application you can reach out to your Regional Training Coach for review/assistance.
Kentucky Regional Coaches Map:
<https://www.childcareawareky.org/about-child-care-aware/coaches/>

Tips

A resume documenting your education and experience is extremely important. Refer to Amy Anyone's in your handout for sample detailed resume. Please note that this resume is doctored up a bit. All resumes for the Trainer's Credential application **must include**: ages of children, major job responsibilities, years and months of experience including the number of hours per week.

Legible copies of college transcripts and degrees are acceptable. They do not need to be certified or official copies! Transcripts must include major & graduation date. Level 4 & 5 applicants with a related degree and a course not labeled child development must submit a course description or syllabus.

Applications are reviewed by a panel which makes a recommendation about your application. Applications may be recommended at a higher or lower level than requested.

When do I apply?

You must complete your application online. You submit it as soon as it is complete, and you have all required documents gathered and entered.

Complete applications will be reviewed by a Panel. The recommendations are then sent to the Division of Child Care (DCC). DCC then has up to 30 days to notify you of the determination via email.

Amy Anyone

777 Any Street ■ Any City, KY 77777 ■ 777-777-7777 ■ anyone@example.com

CERTIFIED ELEMENTARY SCHOOL TEACHER (K-6)

Dedicated teacher eager to obtain an Early Care & Education Trainer's Credential in order to train others in the field of Early Care & Education.

Experienced in:

- Classroom Management
 - Creative Lesson Planning
 - Curriculum Development
 - Experiential Learning
 - Formal/Informal Assessment
 - Multiple Instructional Strategies
-

Experience

ANYTOWN PUBLIC SCHOOL DISTRICT Anytown, KY

Elementary Teacher (Kindergarten), August 2001 to Present

Hired as a full-time teacher (37.5 hours per week) following student teaching practicum for Kindergarten (5 to 6 years).

Job Duties:

- Instruct students individually and collectively, adapting teaching methods to meet students' varying needs and interests.
- Developing innovative approaches that meet district goals in areas including technology integration across the curriculum, experiential learning, literacy and diversity.
- Establish and enforce rules for behavior, and policies and procedures to maintain order among students by redirecting students who exhibit behavior problems by replacing disruptive, unproductive patterns with positive behaviors.
- Provide a variety of materials and resources for children to explore, manipulate, and use both in learning and in imaginative play.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Prepare children for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.
- Administer screenings and assessments, and interpret results to determine children's developmental levels and needs.

ANY CHILD CARE Anytown, KY

Preschool Teacher, June 1997 to August 2001

Hired as a part-time teacher (20 hours per week) for 3 to 4 year old classroom.

Job Duties:

- Planned and implemented daily activities to meet the physical, emotional, intellectual and social needs of children in my classroom.
 - Ensured equipment and classroom were cleaned, sanitized and safe.
 - Provided weekly and monthly schedule of activities.
 - Ensured classroom adhered to state regulations.
 - Developed culturally appropriate programs and activities.
 - Held parent meetings or home visits when needed.
-

Education & Credentials

ANY UNIVERSITY — Anytown, KY

Common Trainer's Credential Application Mistakes



1. Complete **all** sections.



2. **FET Waivers** are acceptable for level 4 & 5 applicants only. Label documents with specific sections of FET areas being covered.



3. Upload current **resume** that includes # of hours worked per week, ages of children you work(ed) with, months/years employed & job duties.



4. Upload **transcripts** that include major & graduation date.



5. Course descriptions needed for all Level 4 & 5 applicants applying with a related degree without a child development course.



6. **Save and submit** to DCC when all questions and uploads are complete.

*For additional information please call 859-257-1267 or visit

<https://www.childcareawareky.org/trainers/>



After Your Approval

What happens after I receive my credential?

- You may be placed on a Professional Development Registry (DCC and ECE-TRIS websites). This online registry is optional. Pay close attention to it on the Trainer Credential application. You are able to modify these responses through ECE-TRIS at any time.
- You will be enrolled in the Trainer's Credential listserv through Child Care Aware of Kentucky. This will allow you to receive a quarterly e-newsletter, *Trainer Talk*, and notifications of training announcements and opportunities.

A Trainer's Credential is required to issue clock hours for the following:

- Early Care and Education clock hours for licensing requirements,
- Kentucky All STARS, and
- Trainer's Credential renewal hours.

Note: If you plan to conduct training in a non face-to-face format such as an online module or a virtual Zoom training, credentialed trainers are required to complete FET 370: Introduction to Developing and Facilitating Online Learning. This is a free two hour course. This training is required by credentialed trainers to be provided access within ECE-TRIS to issue credit for online/virtual sessions.

Policy Clarifications: *Trainers need to be aware of policy clarifications from the Division of Child Care. For example, one of these policy clarifications states that trainers cannot train their own staff. The only exception to that rule is Head Start. All policy clarifications are on the Child Care Aware of Kentucky and Division of Childcare websites.*

Guest Speakers

If you are planning to secure a guest speaker, there are certain rules you will need to follow.

- You are permitted to have a one-time guest speaker present _____% or less of your session.
- As the credentialed trainer, you must plan the session with them to ensure they are using _____ standards.
- You must remain in the room with them _____.

Approving a training event by a non-credentialed trainer:

There is an online process for approving an event or training offered by a non-credentialed trainer.

- An application would need to be completed at least _____ days before the training.
- This application can be found on the _____ website.

After Your Approval

- An individual not holding a Kentucky Early Care and Education Trainer's Credential may apply for a maximum of _____ cabinet-approved training events per calendar year.

Clock Hours

When issuing early care and education hours, it is important to remember:

- A training must consist of a _____ of one clock hour and may increase in _____ minute increments after that.
- One clock hour must include a full _____ minutes of instruction.
- If you plan to offer any breaks you will need to _____ your training to allow for the break times.

Enter records of training attendance and trainees into the cabinet-designated data system within ten (10) calendar days of the training.

Submit copies of training records to ECE-TRIS; maintaining your own records for 3 years. Submit records of training provided and trainees to DCC upon request.

Certificates

Completion certificates are no longer required. It is up to the trainer if they wish to provide one. If you issue a certificate, it must include the following:

name of training	number of clock hours completed
name of trainee	Core Content area
training dates	trainer, credential number and
name of sponsoring organization	expiration date

Certificate template

Title of Training

_____ (Participant's Name) _____

has completed the following early care and education orientation session(s) on:

<u>Title:</u>	<u>Clock hours:</u>	<u>Core Content Subject Area:</u>	<u>CDA Subject Area:</u>
Health, Safety & Sanitation	2 clock hours	Health, Safety & Nutrition	Safe, Healthy Learning Environment

_____ Trainer Name	_____ Level	_____ Certificate #	_____ Trainer Exp. Date	_____ Sponsoring Organization(s)
_____ Trainer Signature	_____ Date	_____ Location (City, State)		

After Your Approval

Renewal of Credential

Early Care and Education Trainers Credentials must be renewed every _____ years. Remember that the only level that is non-renewable is the Level 1.

There is no fee to renew however Levels 2-4 must provide verification of _____ clock hours of training including:

- A minimum of _____ hours: "How to train other adults"
- A minimum of _____ hours: "Early care and education"
- Fifteen (15) hours from other related professional licensure, certification, credential or any of the two options above.

In addition to the above training hour requirements, all Level 2-4 Credentialed Trainers are required to have an observation of at least one (1) training. The observation can be completed _____ during the 3 years that the credential is active. But MUST be completed prior to submitting renewal application. Reach out to your Regional _____ for additional details and information.

How to Train Other Adult Clock Hours

These clock hours are designed for trainers to continue their own professional development on topics related to:

- _____ Learning Theory
- Affecting Change in _____
- _____ of Training

Opportunities to acquire training on the topics above include:

1. Trainer's Institute- is an annual Institute held each spring in Lexington. Early Care and Education Credentialed trainers come together to learn new skills and strategies from national and state level presenters.

2. Beyond Fundamentals/Tech for Trainers- are online trainings that extend content that was initially presented during *FET*. There are a variety of topics some of which include: *Laugh to Learn, Creating and Sharing Photos with Audio, Polling and Assessment, etc.*

For further information or to register for these sessions:

https://www.hdilearning.org/course-catalog/?woo_category=57

3. ECE-TRIS- Use the calendar's training advanced search feature to identify trainings that have been preapproved for How to Train Other Adult clock hours.

After Your Approval

Co-training Requirement

Level 1 & Level 2 Credential Trainers are required to co-train with a higher level trainer.

Level 1 - Co-train single topic with credentialed trainer at higher training level, is always required.

Level 2 - Co-train 12 hours with a Level 4 or Level 5 trainer before training solo. **Note:** Co-training hours must be entered into ECE-TRIS (with both trainers listed) for verification.

Revocation of Credential

Effective July 1 of 2012 a trainer's credential can be revoked if one of these particular violations occurs:

- Falsifies a record;
- Is in non-compliance with the administrative regulation; or
- Does not preserve the confidentiality of training and trainee records

Effective July 1 of 2012 an individual may start the credential application process again after a 2 year period.

Helpful Resources for Trainers:

Trainer Connections

Trainer Connections are opportunities for Trainers to get together, share resources, ideas, and network. Trainer Connections can vary region by region based upon the needs of the community of Trainers. A monthly statewide Trainer Connection event is hosted virtually (for trainers by trainers). For more, information reach out to your Training Coach.

Division of Child Care

<https://chfs.ky.gov/agencies/dcbs/dcc/Pages/professionaldevelopment.aspx>

Professional Development Programs

- Link to Online Training Manager for Training Registration of in-state/out-of-state conference, seminar, institute, workshop or online training
- Training Approvals

For questions regarding the Division of Child Care approval process, contact DCC Professional Development Registry staff at (800) 421-1903 or (502) 564-2524.

Child Care Aware of Kentucky

<https://www.childcareawareky.org/>

After Your Approval

The Kentucky Early Care and Education Trainers Credential

<https://www.childcareawareky.org/trainers/>

- Online application: <https://tris.eku.edu/ece/>
- Policy Clarifications
- Trainer's Credential Grid
- Rubric for Classifying Training Levels
- Link to Revised Core Content

Questions about the Trainers Credential Process?

Your Regional Training Coach can help! To locate your Training Coach go to:

<https://www.childcareawareky.org/about-child-care-aware/coaches/>

Brain Function and Development

Training Outcome

Participants will apply knowledge about brain function, structure and development to better understand a learning experience from their past.

Roadmap



- Identify and define elements of brain function and structure.
 - Identify and define how brain development relates to learning.
 - Analyze a learning experience from your past.
-

Sparking Learning

Watch closely in the video for all the teaching strategies and presentation methods this high school chemistry teacher demonstrates and talks about that represent effective teaching/training IN ADDITION TO the actual chemistry content knowledge.

Write as many of them down as you can that will fit into the space below (feel free to pause and rewind the video during this note taking process):

What strategies or presentation methods, if any, have you observed a trainer or presenter use in the past to spark learning?

Brain Function and Development

Brain Function Video

Please fill in the blanks and write in any additional notes you feel are important to help you remember the brain structure and function information presented in the video.

The human brain weighs only about ___ pounds fully grown and stores every _____, generates every _____ and _____, and allows us to _____, _____, and _____ with our world. The key to the brain is not its size, but its _____

The brain is part of one of the two great divisions of our overall nervous system, which allow us to _____ and _____ to our world.

The brain and _____ form the _____ Nervous System (CNS).

The _____ Nervous System (PNS) consists of the _____ nerves throughout the body that control our _____ and _____.

Messages are carried back and forth from the brain through the spinal cord and to the peripheral nerves by specialized cells called _____ that _____, process, and _____ electrical impulses.

The brain itself is made up of more than _____ neurons, plus a myriad of other cell types.

Networks of neurons exchange information among dozens of brain areas that are _____ for different _____.

In the space below, write three things from the video and/or your notes that are either new information or seem significant to you about the brain:

Brain Function and Development

Experiences Build Brain Architecture Video

_____ provide the basic blueprint, but _____ shape the process that determines whether a child's brain will provide a strong or weak foundation for all future learning, behavior, and health.

During this important period of brain development, billions of brain cells called neurons send electrical signals to communicate with each other.

These connections form circuits that become the _____ of brain architecture.

Circuits and connections proliferate at a rapid pace and are reinforced through _____ use.

Experiences and _____ dictate which circuits and connections get more use.

Connections that are used more grow _____ and more _____. Meanwhile, those connections that are used _____ fade away through a process called pruning.

Well-used circuits create _____ pathways for neural signals to travel across the regions of the brain.

_____ circuits form first, providing the foundation for more _____ circuits to build on later.

Through this process, neurons form strong circuits and connections for:

_____ , _____ , _____ , _____ , _____ , and _____ during the early critical period of development.

With repeated use, these circuits become more _____ and connect to other _____ of the _____ more rapidly.

While they originate in specific areas of the brain, these circuits are all _____. You can't have one type of skill without the others to support it.

REMEMBER: Learning and brain development go hand in hand. Fully learning a task, skill or idea involves experience and repetitions that actually physically change the brain as these tasks, skills or ideas get “hardwired” into the brain. The physical change that occurs is that neural connections are initially made, then strengthened, sped up, and connected to other parts of the brain through repeated use.



Brain Function and Development

Experiences Build Brain Architecture Thinkspot Worksheet

A task or skill I learned in the past and can now do without having to think about how to do it is... (ex: driving a car, riding a bike, using a new form of technology (microwave oven, television remote control, cell phone, computer/tablet, etc.), preparing a favorite dish or meal) _____

Why was it important for you to learn this new skill/task? Did you understand this on your own, or did someone else explain the importance of learning this new skill/task to you?

How did you initially learn to do this new skill/task? If someone taught you, how exactly did she/he teach you? If you learned it on your own, what did you do to teach yourself?

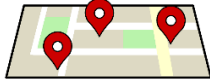
How did you get the repetitions to “hardwire” the new skill/task into your brain to achieve mastery of it (i.e. be able to do it without really thinking about it)?

Diversity of Adult Learners

Training Outcome

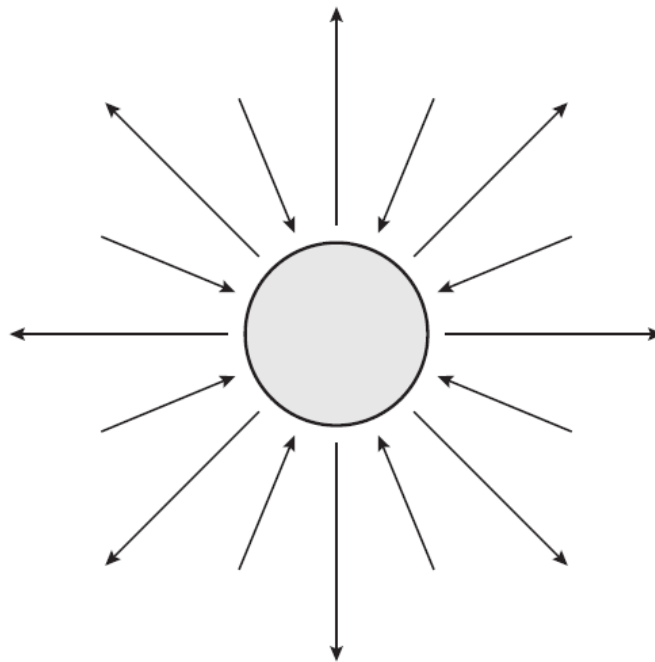
Participants will determine how components of life experiences, culture, and identity impact individual training participants.

Roadmap



- Define life experiences, culture, and identity.
- Create list of descriptive labels related to each of these areas for themselves by completing an Identity Chart.

Life Experience, Culture and Identity



H A N D O U T
Starburst
IDENTITY CHART



Directions: Write your name (or the name of a person or character) in the circle. At the ends of the arrows pointing outward, write words or phrases that describe what you consider to be key aspects of your identity. At the ends of the arrows pointing inward, write labels others might use to describe you. Add more arrows as needed.

www.facinghistory.org

Optimal Conditions for Adult Learning

Training Outcome

Participants will incorporate knowledge of optimal conditions for adult learning to revise a learning experience from their past.

Roadmap



- Identify and define inclusive teaching strategies.
- Identify and define group work/collaborative learning.
- Identify and define active learning.

Inclusive Teaching Strategies are those that strive to serve the needs of all _____, regardless of individual _____ or _____, and that support the full engagement of all participants with every part of the training content, regardless of _____.

Three strategies for **incorporating diverse perspectives into training content** are:

Using resources and _____
_____.

Offering various _____
_____.

Avoiding _____
_____.

What areas should you focus on to **create an inclusive and nurturing training climate** in which all training participants feel valued and comfortable actively participating?

Learning _____.

Establishing _____.

Applying _____
_____.



Optimal Conditions for Adult Learning

Think about a time when you attended a training and you believe that the trainer was successful at being inclusive. What inclusive teaching strategies were used in this training to foster that belief? Write three of them in the space below.

Group Work/Collaborative Learning

What is group work or collaborative learning? What are the benefits of having your training participants work together in small groups?

The four factors one must consider when planning small group work are:

1. _____
2. _____ vs. _____
3. _____
4. _____ and _____



Optimal Conditions for Adult Learning

Active Learning

Active learning engages learners by supplementing the presentation of information through the following two types of activities.

1) **Participatory learning** means _____ .

List and describe two examples of participatory learning:

2) **Metacognition** involves _____ .

Briefly define each of the four components of the **EIAG debriefing model** that successfully combines participatory learning and metacognition.

Experience:

Identify:

Analyze:

Generalize:



Optimal Conditions for Adult Learning

Active Learning: Reflection

Describe a **participatory learning** experience/activity from a training you previously attended.

Did this activity effectively supplement the presentation of information by engaging you in actually doing something, working with or practice using the training content you just received? Why or why not?

Did this activity include some form of **metacognition** component in which you then reflected on and discussed the learning experience itself, knowledge, and/or the approaches to learning it used?

If yes, describe it. Was it effective? Why or why not?

If no, what metacognition component would you add to this activity?

Ethics and Professionalism

Training Outcome

Participants will create a personal code of ethics for their role as a trainer.

Roadmap



- Define Professionalism
- Introduce the KY Standards of Training for Early Childhood Professionals
- Discuss ethics and explore how that relates to copyright and fair use laws.

Kentucky Standards of Training for Early Childhood Professionals¹

In order to provide training in early childhood care and education in Kentucky that is of high quality, standards in planning sessions and programs of study should be followed. Early childhood care and education professionals seek and receive training in a variety of formats including workshops, programs of study resulting in a credential, and college and university offerings. The trainer is expected to deliver training that promotes professionalism, demonstrates knowledge of content, designs/plans instruction, creates/maintains learning climate, implements/manages instruction, assesses/communicates learning, and collaborates with colleagues/parents/others.

Standard I: Promotes Professionalism

Promotes professionalism in the early childhood field by:

- Applying knowledge, skills and processes acquired through professional development to their instruction techniques
- Aiding the child care provider to establish priorities for their professional growth through joint analysis of the participant's performance
- Encouraging participation in professional organizations and activities

Standard II: Demonstrates Knowledge of Content

Demonstrates knowledge of core content areas in Early Childhood Care and Education by:

- Relating their knowledge in their area of discipline to the adult learner's ability levels
- Integrating content knowledge to real world applications & current issues

Standard III: Designs/Plans Instruction

Understands and develops sequential training plans by:

- Providing instruction that enables providers to apply knowledge and skills that encourage positive changes in the work environment
- Creating learning experiences that actively involve the learner with hands-on activities; solely watching videos without follow-up activities does not constitute best practices for delivering quality instruction



Ethics and Professionalism

Standard IV: Creates/Maintains Learning Climate

Demonstrates ability to plan and develop appropriate training outline by:

- Showing flexibility & creativity in development of training methods & procedures
- Using and organizing multimedia resources
- Organizing materials in a logical and sequential manner

Standard V: Implements/Manages Instruction

Demonstrates ability to provide a variety of appropriate learning opportunities for adult learners by:

- Considering various learning styles, cultural differences and barriers to learning
- Using and developing multiple learning/teaching strategies that are appropriate to participants learning levels

Standard VI: Assess and Communicates Learning

Evaluates training effectiveness through feedback received by:

- Assessing knowledge gained, attitude change and/or skills obtained through appropriate methods (Example: Pre and post-tests, end of session evaluations, hands-on activities, etc.)
- Making appropriate changes to instruction based upon feedback and assessment results

Standard VII: Collaborates with Colleagues/Parents/Others

Analyzes training needs of the community by:

- Inviting colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects
- Utilizing collaboration to create situations that enhance participants' learning
- Recognizing differing viewpoints

¹Developed by the Early Childhood Professional Development Training Workgroup. Adopted by the Early Childhood Professional Development Council and the Early Childhood Authority, September 2001.

Adult Learning Principles, Facilitating Groups, Cooperative Learning, Training that Really Makes Them Think, Barbara Wolfe, University of St. Thomas.

Kentucky Experienced Teacher Standards Professional Standards Board, 1194, Revised, 1999.

Kentucky Institute of Early Childhood Professional Development (KIECPD), Core Content Framework

Kentucky Institute of Early Childhood Professional Development (KIECPD), Professional Development Position Paper

Reforming personnel preparation in early intervention: issues, models, and practical strategies, P.J. Winton, J.A. McCollum & Catlett (1997).

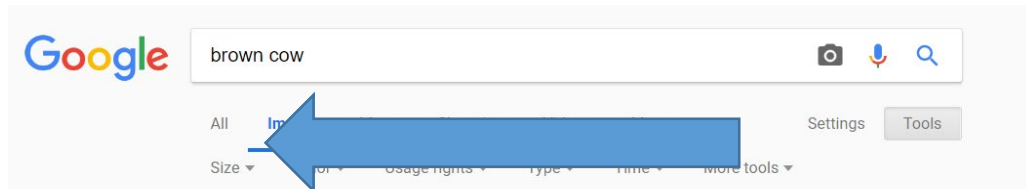
Ethics and Professionalism

Using Google Image Search to Filter Image Usage Rights

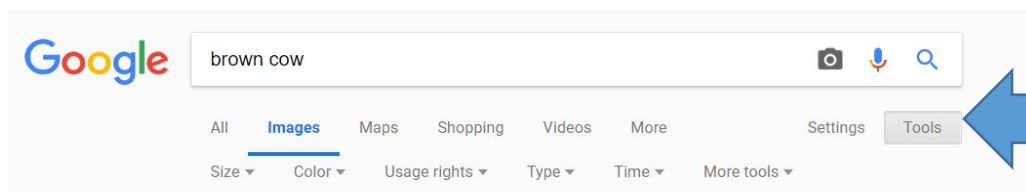
Go to www.google.com.

In the search engine box type what you are searching for.

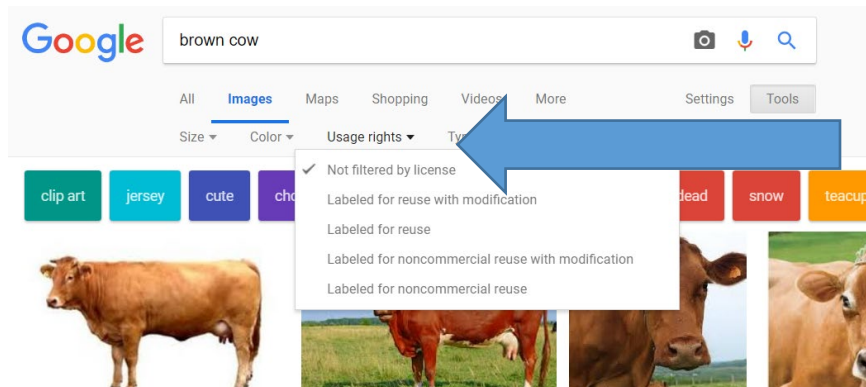
Click “Images” to show pictures and not websites.



Click “tools”.



Click “Usage Rights”. Choose an option based on how you are wanting to use the image.



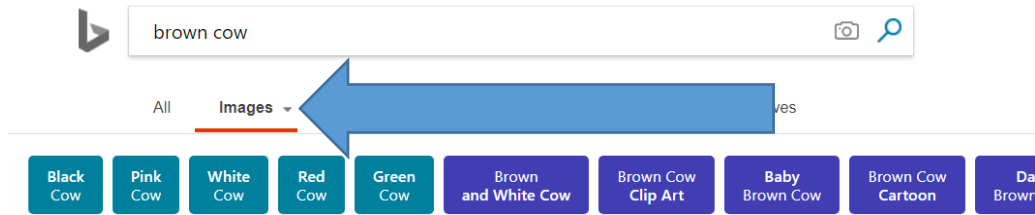
Using Bing Image Search to Filter Image Usage Rights

Go to www.bing.com.

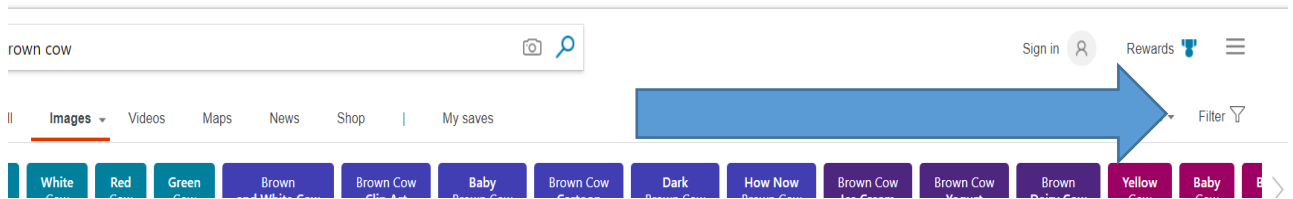
In the search engine box type what you are searching for.

Click “Images” to show pictures and not websites.

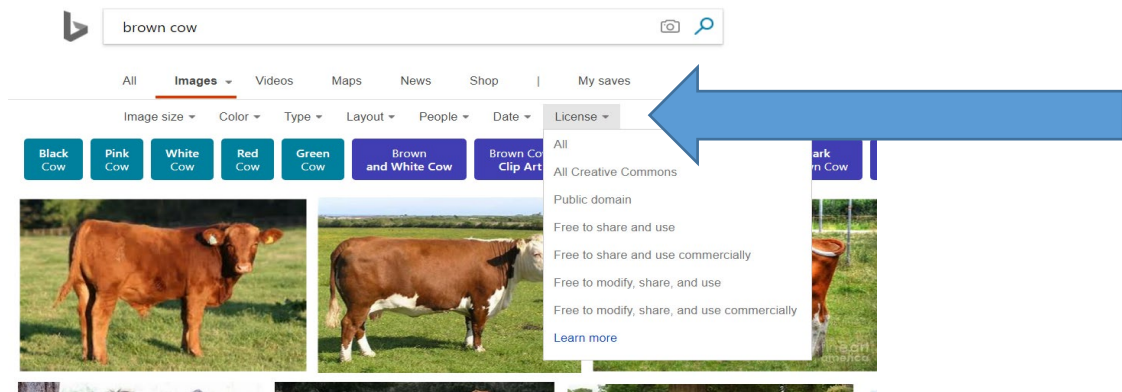
Ethics and Professionalism



Click "filter".



Click on "license". Choose an option based on how you are wanting to use the image.



Websites that provide graphics, videos, and/or pictures for use. Please note that some charge for the service, while others are available for free. This list is not all inclusive and more can be found by doing an online search for royalty free images.

<https://pixabay.com/>

<https://www.clipart.com/en/>

<https://www.iclipart.com/>

<https://www.istockphoto.com/stock-photos>

<https://www.pexels.com/royalty-free-images/>

Ethics and Professionalism



Copyright¹²

Law - Copyright Act of 1976, 17 USC 107

- Copyright, a form of intellectual property law, protects original works of authorship including literary, dramatic, musical, and artistic works such as poetry, novels, movies, songs, computer software and architecture.
- Work is under copyright protection the moment it is created and fixed in a tangible form so that it is perceptible either directly or with the aid of a machine or device.
- Under the fair use doctrine of the U.S. copyright statute, it is permissible to use limited portions of a work including quotes, for purposes such as commentary, criticism, news reporting, and scholarly reports.
- When using work from another author, specific citations related to the original source of that work should be provided in () or through the use of footnotes.

Fair Use¹³

Where a work is available for purchase or license from the copyright owner in the medium or format desired, copying of all or a significant portion of the work in lieu of purchasing or licensing a sufficient number of "authorized" copies would be presumptively unfair.

Where only a small portion of a work is to be copied and the work would not be used if purchase or licensing of a sufficient number of authorized copies were required, the intended use is more likely to be found to be fair. Generally, the following applies:

- Up to 100 copies for educational purposes
- Ensuring that copyright and author information is included on the handout

Internet Resources

- US Copyright Office (<http://lcweb.loc.gov/copyright/>)
- "Guidelines for Classroom Copying of Books and Periodicals" (www.utsystem.edu/OGC/IntellectualProperty/clasguid.htm)
- <http://fairuse.stanford.edu>
- <http://fairuse.stanford.edu/rice.html>
- www.copyright.com (clearance center for obtaining copyright permission)

¹² U.S. Copyright Office

¹³ U.S. Copyright Act – <http://www4law.cornell.edu/uscode/17/>

DCC 200 A

Division of Child Care

275 East Main Street, 3C-F
Frankfort, Kentucky 40621
Phone: (502) 564-2524
Fax: (502) 564-3464
www.chfs.ky.gov

Complaint Report

The Division of Child Care (DCC) may monitor training events and Kentucky Early Care and Education Credentialed Trainers for compliance with 922 KAR 2:240. Per Kentucky Administrative Regulation 922 KAR 2:240 section 14 (1) "The cabinet shall revoke a Kentucky Early Care and Education Trainer's Credential from a trainer who falsifies a record." The Division of Child Care will review and retain confidentiality of all reported complaint information. An Early Care and Education provider or complainant, who, in good faith, suspects dishonest or fraudulent activity, should notify DCC and can do so anonymously. Investigation results **will not be disclosed or discussed** with complainant and all information received remains confidential.

In order to process the *Complaint Report*, you must provide the following information and attach:

- o A copy of the training certificate if available (*A participant's name may be removed to protect confidentiality*).
- o A copy of the training outline, session description, or brochure regarding the reported training event

Complaints must be submitted within thirty (30) days from the original date of the training event.

Please provide the following information in the space provided. (*Please print clearly*)

Name of Trainer(s)	Credential #	Expiration Date	Clock Hours Received
1.			
2.			
3.			

Training Event Title: _____ Date of Training: _____

Location of Training: _____
Street Address City State Zip

In the space provided, briefly describe the circumstances for the complaint:

Please submit all required documentation to the attention of [Training Administrator, Division of Child Care, 275 East Main Street, 3C-F, Frankfort, Kentucky 40621.](#)

KentuckyUnbridledSpirit.com



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Physical Environment for Face to Face Training

Training Outcome

Participants will select a training room set-up that takes into consideration adult learner characteristics and supports the intended training outcomes.

Roadmap



- Evaluate potential training locations
- Observe various training room arrangements
- Review a checklist for selecting and evaluating training sites/rooms

Selecting a Training Location

Potential Training Locations	Benefits	Challenges/Problems
Community Colleges/ Schools		
Hotels		
Child Care Centers		
Libraries		
Meeting Halls/Community Centers		
Places of Worship		



Physical Environment for Face to Face Training

Room Arrangement

When considering a potential training space and room set-up, the first thought could be, "If I set up this room theater style, the room can probably hold 30 participants." This is **NOT** the path to follow in determining whether a space will be useful. You will want to plan from the other direction with the end results in mind. First consider everything that will take place during the training, decide the set-up you will need to accomplish your goals, figure the floor space needed and then compare your results to the space.

Active learning requires 30-35 square feet per participant.

Some things to consider:

Will participants need tables for writing or following handouts, etc.?

Will there be group activities?

Are you providing refreshments?

For instance, if you serve breakfast it can be very difficult for participants to juggle food and drink on their laps in a theater style set-up with no tables.

Does the facility have round or long rectangular tables?

Some venues have both available and will let you choose which would work best for your training. Round tables are more conducive for activities and discussions but be sure to leave a space where there are no seats so that no participant must have their back to the speaker.

Can participants with visual problems sit closely enough to see the speaker and visual aids?

Consider for example that if you choose to use an auditorium, the first row of seats may be far from the stage and seats are usually anchored to the floor. Participants would not be able to move seats closer to the front if needed.

Is facility accessible?

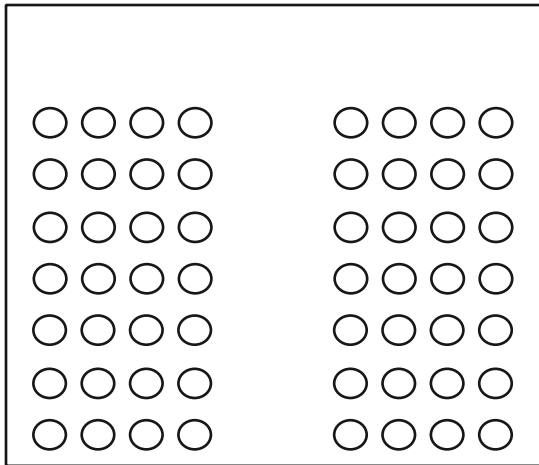
Be sure that entrances, restrooms, training room, and other amenities are accessible if you are aware that someone in the training will need this. This kind of information can be included in your pre-training needs assessment.

What type of parking is available?

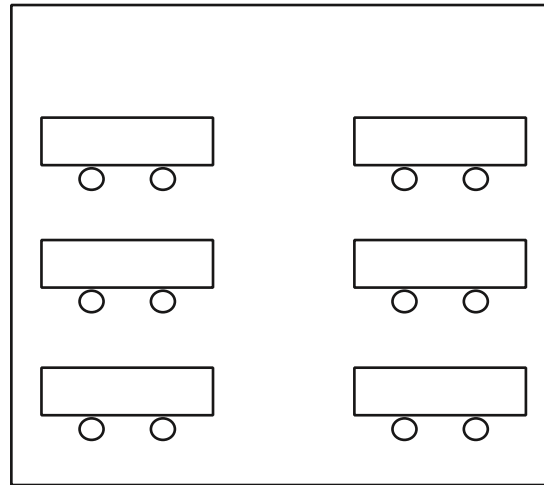
Where will participants be able to park? Is parking free or is there a charge? Is the site easy to get to by car or is it on a bus line? Are there restaurants close by where participants can get in and get out in the time allotted for lunch or will they bring a brown bag and have a short lunch break or working lunch.

(Remember to refer to the *Training Room Checklist* for a comprehensive reminder of points to consider when selecting a training venue.)

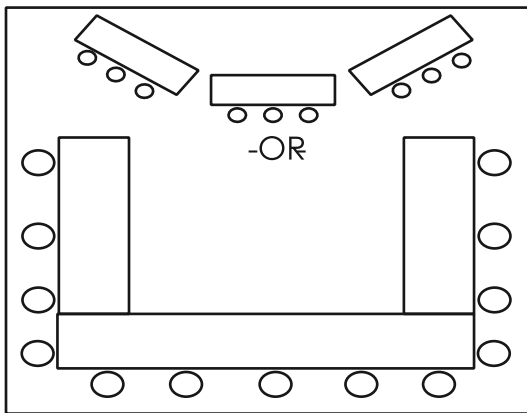
SIX COMMON ROOM SET-UPS



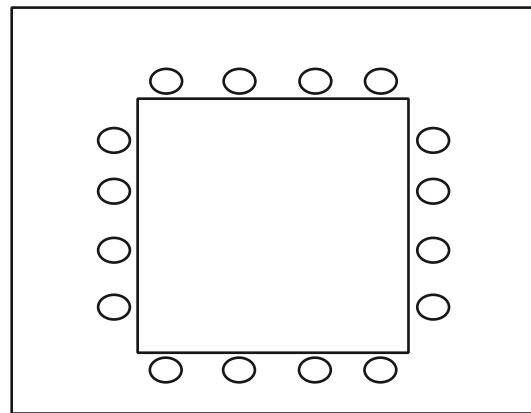
Theater



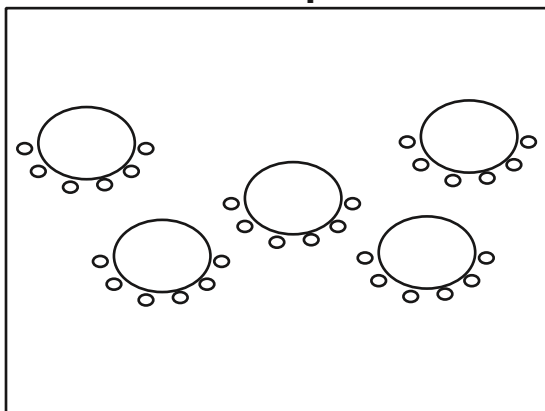
Classroom



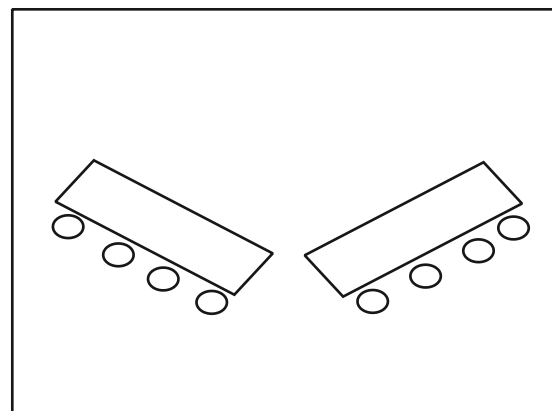
U-Shape



Conference



Banquet



Herringbone

Arranging a “Learning Room” for Adults

Description of Set-up Styles

Pictured

Theater set-up is very formal with everyone facing in one direction focused on the speaker.

Classroom style has participants sit at tables that are placed in rows. This provides a place to write but participants at the back tables may not be able to see around others in front of them or may not feel as connected to the presentation.

U-Shape should only have participants sitting along the outside of the tables so as not to block the vision of those at the end. The open part of the U allows participants to see the speaker and visual aids. Participants on the two sides may have to crane their necks to look around others in their own row of chairs to see a screen or chart posted on the wall. A better variation of the U-shape is a modified U that places the tables in more of a half circle design.

Conference design has everyone sitting around a large table as if they were in a business meeting. This provides a table for writing, but no apparent opening for visual aids. Some would need to turn around in their seats to see a screen, etc.

Banquet Our preferred setup is the banquet design. Participants are seated at round tables leaving an empty space in the front part of each table so that no one must sit with their back to the speaker. Notice in our graph on the previous page that the tables are scattered in such a way that participants should all be able to see and tables are not isolated in the back of the room.

Herringbone is a modified V shape with chairs on the outside only. The facilitator and equipment can face the tables providing good eye contact among everyone.

Not Pictured

Semi-circle participants sit in a partial circle that has an opening for the speaker to stand and present visual aids.

Circle setting works for a very informal situation where everyone is focused inward much like a conference design, but there is no table for writing or opening for any visual aids. If visual aids were used, some people would have to turn completely around to view them. While a circle might work well for small group work such as discussions, most of the time, it is not chosen as the general design for the full group of participants at a training.

Visit the facility before making a decision, or if that is not possible, ask if you can see a floor plan, or photo of the space, before selecting a room.



Arranging a “Learning Room” for Adults

Points to remember:

- Choose the room that has the most solid walls and the fewest adjacent meetings in order to minimize noise and distractions.
- Consider whether or not you'll be able to put things on the walls.
- When possible, avoid rooms that are square or very narrow. Instead, select rooms that are slightly rectangular to insure the best line of sight for all participants. If the room is too wide, participants on the perimeter may be out of your line of sight. If the room is too narrow, participants at the rear of the room are too far away.

Consider how the room set-up you choose will influence:

- Visibility
- Ability to hear
- Formality vs. informality of session
- Level of participants' involvement
- Relationship of trainer to participants
- Group dynamics

Plan for temperature control by:

- Reminding participants to bring a sweater or jacket with them (e.g., put this in the training confirmation letter)
- Finding out if the room's temperature control is inside the training room
- Providing hot tea and coffee on cold days, refreshing cool drinks on warm days
- Using energizers to warm everyone up
- Having a few throws on hand

[1] Draves (1995)

[2] Pike (1994)

Checklist for Selecting a Training Facility & Training Room

TRAINING ROOM CHECKLIST

Name of Training Facility: _____

Point of Contact: _____ Position: _____

Address: _____ City: _____ Zip: _____

Phone: _____ Fax: _____ E-mail: _____

Cost	Is there a fee for using this facility? (If yes, \$_____)	___Yes ___No
	Is there a cleaning deposit? (\$_____)	___Yes ___No
	Is there an additional fee for:	
	Use of equipment \$_____	___Yes ___No
	Water setup \$_____	___Yes ___No
	Refreshments \$_____	___Yes ___No
Ease of Access	Is the location easy to find/get to?	___Yes ___No
	Is it close to the majority of the participants?	___Yes ___No
	Is a map available to send to participants?	___Yes ___No
Accessibility	Is the facility and restrooms, etc. accessible to individuals with disabilities?	___Yes ___No
Parking	Is there safe, well-lit parking nearby?	___Yes ___No
	Is there a fee for parking? If yes, \$_____	___Yes ___No
Public Transportation	Is the facility easily accessible to public transportation?	___Yes ___No
Smoking	Does the facility have a smoking policy? Describe:	___Yes ___No
Food	Are there places to eat nearby?	___Yes ___No
	Are there vending machines in the facility?	___Yes ___No

Checklist for Selecting a Training Facility & Training Room

	<p>Are food and drinks allowed in this facility? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the facility have the ability to prepare snacks and/or meals? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the facility allow trainers to bring in food and drinks? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Additional Space	<p>Is extra space available for breakout groups? Describe: _____</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Opening and Closing	<p>Will facility staff be responsible for opening and closing the facility? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If not, does someone need to pick up a key before the training? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Will trainer be able to get into room early to set up? When? _____ <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What time must you leave the facility? _____</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Room Size and Layout	<p>What is the size of the room? _____</p> <p>What is the shape of the room?</p> <p>Is the room divided by walls, or inserts? Describe: _____ <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>How many will the room comfortably hold, allowing for training space and plenty of space for participants to move around? (Reminder: follow fire marshal restrictions.)</p> <p><input type="checkbox"/> Classroom style will hold _____</p> <p><input type="checkbox"/> Banquet rounds will hold _____</p> <p><input type="checkbox"/> Other layout: _____ will hold _____</p> <p>Will audio-visual equipment decrease this space significantly? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Who is responsible for room setup: Facility or Trainer?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Checklist for Selecting a Training Facility & Training Room

Furniture	<p>Are adult-sized tables and chairs available? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Is the furniture stationary? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What types of tables are available?</p> <p>_____ 8 foot round/10 foot round tables</p> <p>_____ rectangular tables</p> <p>_____ other – Describe:</p>	
Equipment	<p>Is there an additional fee for use of equipment? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Equipment: Cost:</p> <p>LCD projector..... \$_____</p> <p>Presenter Remote-Control.....\$_____</p> <p>Screen on-site..... \$_____</p> <p>Solid back chart stand..... \$_____/stand</p> <p>Flip chart paper pad.....\$_____/pad</p> <p>Microphone & sound system...\$_____</p> <p>Will tech help be available on sight? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Name:_____ Cell_____</p>	<p>Available</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Registration Area	<p>Is there an area outside the training room that can be used for registration? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
Restrooms	<p>Are restrooms located near the training room? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
Noise	<p>Will there be activity nearby that is noisy/distracting? (e.g., another meeting in room next door, etc.)? Notes:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Room Temperature	<p>Can trainer adjust the temperature from within the room? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

Checklist for Selecting a Training Facility & Training Room

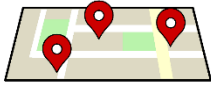
Visibility	Can materials be hung on walls in areas that are visible to participants?	___Yes ___No
	Are there any room features that may obstruct participant visibility (e.g., columns)?	___Yes ___No
	Describe:	
Lighting	Is the room well-lit?	___Yes ___No
	Can room be darkened easily (e.g., lights dimmed, drapes/blinds on windows)?	___Yes ___No
Outlets	Are there sufficient electrical outlets? Where are they located?	___Yes ___No
	Will extension cords be needed? How many? _____	
Technology	Is wifi available to presenters (at no charge)?	___Yes ___No
	Is wifi available to participations (at no charge)?	___Yes ___No
Clean Up	Who is responsible for cleaning up?	
	Who is responsible for putting furniture back?	

Directions to Facility:

Effective Strategies for Successful Trainers

Training Outcome

Participants will describe and share specific resources and strategies for the organizational components of training that have been successful in past training sessions.



Roadmap

- Discussion of organizational strategies
- Explore additional resources for trainers

Ultimately, every trainer will make decisions about room arrangements and organizational strategies that they find work best for them. Here are some things you might want to consider including in your collection of training items.

Directional Signs - Laminate for repeated usage

Comfort Station Items:

___Throws

___Tissues

___Phone Charger

___First-Aid Kit

___Hand Sanitizer

___Cough Drops
(regular and sugar-free)

___Band-Aids

___Hand Lotion

Trainer Toolbox - Any container for carrying small items

Table Top Boxes - Contain supplies for each table

File Box - For handouts, etc.

Supplies:

___Scotch Tape

___Paper Clips

___Dry Erase Markers

___Masking Tape

___Batteries (Assorted sizes)

___Post-it Notes

___Painter's Tape

___Markers

___Index Cards
(Variety of sizes and colors)

___Pens

___Adhesive Spray

___Scissors

Other Items: Long Extension Cords, Chart Stands and Chart Pads, Chimes, Music Stand, Large Faced Clock, Fidgets

Creating a Safe Psychological Environment

Training Outcome

Participants will describe five (5) things to do before the training, during the introduction of the training, and throughout the training that create and maintain a welcoming and comfortable learning environment.

Roadmap



- Identify what trainers do to create a welcoming and comfortable psychological environment.
- Determine what a trainer does to maintain a comfortable psychological environment throughout the training

Before the Training

Prepare Yourself:

Are you ready? Is the room set up so that it works best for you and the learners?

Do you have all the materials you will need?

Is all your equipment working properly and do you have a backup plan?

Have you reviewed your training plan and presentation to refresh your memory?

Is your registration table ready with ECE-TRIS sign in sheets, name tags, etc.?

Do you have optional activities for early birds to work on until the training begins?

Prepare Your Learners:

Communicate logistical information in advance.

Set realistic, attainable learning objectives.

Thoughtfully plan sessions to start with basics and work towards complexity.

Establish ground rules with the group.

Create a safe atmosphere where learners feel comfortable to participate; provide . alternate options for larger group activities to ease learners, allow for small group interaction.

Confidentiality

Body Language

Prior Learning and Experience

Respect Participants

Designing Effective Online Learning Environments

Training Outcome

Participants will be able to identify 3 strategies that are safe and supportive, interactive and flexible, and engaging when designing an online course. Participants will describe how their role changes in the online learning environment.



Roadmap

- Identify what trainers do to create a welcoming and comfortable psychological environment in an online training.
 - Determine how the online environment changes your role as a trainer.
-

Notes:

How can you help a participant feel safe and supported?

_____ classes occur on set schedules and time frames.

_____ participants complete their work on their own time.

How are you able to judge that the participants are learning the intended training outcomes?

How can think spots be used by participants to reflect about specific topics?

Which would be more beneficial, quizzes to check their knowledge or do you expect participants to post on discussion boards?

What would be the benefit of having participants send you photos or videos of changes in practice based on what they have learned in the course?

List 3 ways you are going to design your training so that participants enjoy engaging with the content.

- 1.
- 2.
- 3.



Creating a Safe Psychological Environment

Teaching Presence

Social Presence

Cognitive Presence

What are your thoughts on online learning? Do you like online learning?

What are the benefits when offering online learning?

What are cautions to consider when offering online learning?