FET 3: Group Training Day

Contents

FET 3: Group Training Day

Day One

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

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

Agenda

Eastern Standard Time Zone

9:00 - Check In/Unofficial Start

9:30 - Welcome and Introduction of Trainers

Housekeeping

Opener

Training Design Review

Outlining Content

Implement PACES™

Creating Training Plan Using PACES™

Training Activity: Problem Solving

Next Steps

FET 3: Group Training Day

Unofficial Start Word Search

Understanding Adult Learners

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

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

What is an "unofficial start activity"?

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

FET 3: Group Training Day

Exercise: 4 Corners Activity

What type of activity just occurred?

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

Why do an icebreaker or opener?

Advantages to 4 Corners	Cautions to Consider

Delivering Content

7 Steps to developing a Training Plan:

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

PACES™

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

Activate Prior Knowledge: Opening Activity
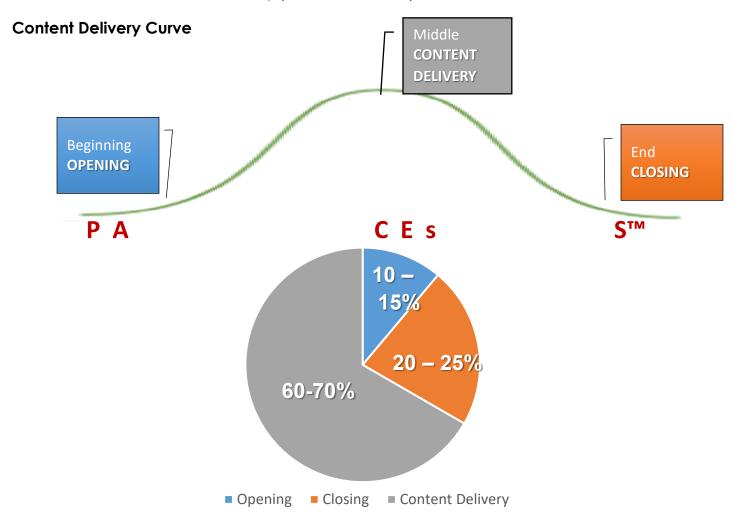
Content: Presentation of Knowledge & Skills

Exercise: Practice skill(s) related to the content

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

FET 3: Group Training Day

Content Delivery Sequence:
CEs Examples:

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

Content Delivery Curve

Middle
**CONTENT
DELIVERY**

Beginning
OPENING

End
CLOSING

P A   **C E s**   **S™**

10 – 15%

20 – 25%

60-70%

■ Opening   ■ Closing   ■ Content Delivery

Trainer's Responsibility

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

FET 3: Group Training Day

FET 3: Group Training Day

Writing an Outcome

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

Understand difficulties faced by children with disabilities without appropriate accommodations or support.

Workplace	Training

Identify signs and characteristics of children with autism to be able to make referrals and provide resources to families.

Workplace	Training

Appropriate Action Verbs for Outcome

LEARNING TYPE   **RELATED ACTION VERB**

Knowledge Development

What will participants need to understand?

Cite	Define	Distinguish	List	Recognize	Reproduce
Classify	Describe	Enumerate	Name	Recall	
Compare	Detect	Explain	Quote	Relate	
Contrast	Differentiate	Identify	Recite	Repeat	

Skill Development

How will participants apply what they have learned?

Assemble	Demonstrate	Implement	Plan	Repair	Type
Compute	Design	Measure	Prepare	Select	Write
Construct	Develop	Modify	Process	Solve	
Copy	Draw	Operate	Prove	Speak	
Count	Generate	Organize	Record	Transcribe	

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

FET 3: Group Training Day

Knowledge and Skills

What are learning centers/learning areas?

Sort materials according to learning centers.

Behavioral characteristics of 3-year-olds.

What is an assessment versus a screening?

Put the diapering steps in correct order.

Knowledge	Skills
Knowledge	Skills
Knowledge	Skills
Knowledge	Skills
Knowledge	Skills

Core Content Competency Practice Exercise

Workplace Outcome:

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

Locating core content competency:

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

Use this page to answer the following:

Based on the **Workplace** Outcome:

- What is the Core Content Subject Area?

- What is the Core Content Competency?

- What is the Core Content Competency Level?

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

Core Content Competency – One Pager

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

FET 3: Group Training Day

Writing Your Own Plan - pull out the following:

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

Exercise: Problem Solving

"Uh oh, Trainer!" Takeaways

FET 3: Group Training Day

Blank Note Taking Page

FET 3: Group Training Day

Next Steps

Between now and Group Training Day 2

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

In preparation for Day 2 answer the following questions:

- Was working on the Training Plan harder or easier than you thought it would be?
- What areas did you find you needed to focus on more?
- What questions do you have about the Training Plan?

FET 3: Group Training Day

Day Two

Agenda

Eastern Standard Time

9:15 - Check In/Tech-check

9:30 - Training Plan Debrief

       Training Method: Debate

       Levels of Evaluation

       Evaluation

       Trainer Credential Application

       Question/Comments

       Summary

       Next Steps

11:30 - Closing

Training Plan Debrief

Advantages Using Training Plan	Cautions to Consider

Exercise: Debate

Debrief

Advantages Using Debate	Cautions to Consider

FET 3: Group Training Day

Levels of Evaluation　　　　**Examples**

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

Poll Debrief:

Advantages Using Polls	Cautions to Consider

Levels of Evaluation Debrief:

Advantages Using all 4 Levels of Evaluation	Cautions to Consider

FET 3: Group Training Day

FET 3: Group Training Day

Trainer Credential Application Tips

Click "Trainer Credential Application" to start or resume application.
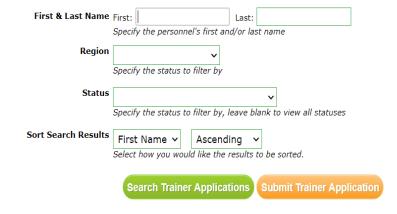
Trainer Credential Applications
Click here to request/renew trainer credential applications

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

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

Trainer Application Search

First & Last Name	First:	Last:
	Specify the personnel's first and/or last name	

Region
Specify the status to filter by

Status
Specify the status to filter by, leave blank to view all statuses

Sort Search Results First Name ☐ Ascending ☐
Select how you would like the results to be sorted.

Search Trainer Applications   Submit Trainer Application

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

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

Return – does not save and returns you to the search page.
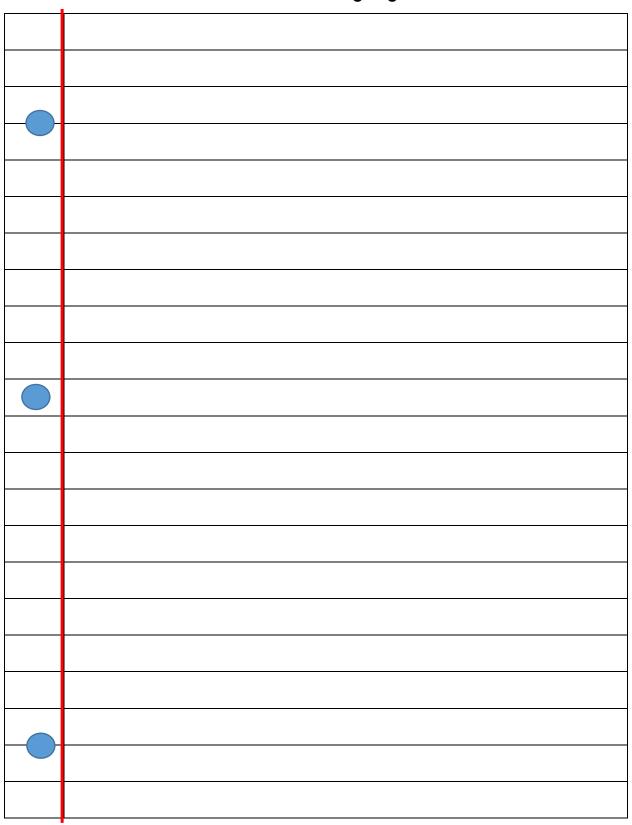
Save   Save & Submit to DCC   Return

File Attachments

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

Attach/Upload

Select the file to upload then cli
uploaded you will be able to upl
include special characters; !@#

FET 3: Group Training Day

Blank Note Taking Page

FET 3: Group Training Day

Resources/Websites

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

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

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

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

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

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

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

Needs Assessment

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

Program Name: __ABC Child Care_____

Contact With: ___ Education Coordinator_____

Topic Needed: ___Choosing Books_____

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

Number of Participants: ___20_____

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

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

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

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

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

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

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

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

FET 3: Group Training Day

Training Plan Worksheet			
Training Topic (based on Needs Assessment) Choosing developmentally appropriate books of various genres for children ages birth through preschool.		**Level of Training** 2	**Length of Training** 2 hours
Core Content Area Learning Environments and Curriculum	**Core Content Competency** Select age appropriate print materials to support early literacy skills.		
Workplace Outcome Select appropriate books and print materials in a variety of genres, for children in the sensory motor and preoperational stages of development (infant, toddler, and preschool children, birth through 6 years).			

Knowledge What will participants have to learn about in order to learn to do the skill.	Skills What will participants have to learn to do.
What the terms sensory motor, preoperational, and fine motor development mean.	Differentiate between skill levels based on age groups.
What age appropriate is when choosing books.	Understand the progression of language from infant to preschool.
Different genres of books.	Know how to sort books and choose various genres.
	Select books that are age appropriate and support various genres for each age group.

Training Outcomes Classify children's books based on characteristics of developmentally appropriate books for sensory motor and pre-operational stages of development. Classify books based on the genre.			
Training Title Selecting Developmentally Appropriate Books and Other Print Materials for Young Children, Ages Birth through 6 years			
Target Audience: Infant, Toddler, and Preschool			
Training Description During this training participants will learn how to select books that are developmentally appropriate for children ages birth through 6. Participants will have a hands on opportunity to select and classify books based on skill level and genre. Participants will learn how language progresses and develops during this age and how to choose different books based on the age group they serve.			

<div align="center">**TRAINING PLAN**</div>

<div align="center">*OPENING COMPONENT (10-15%)* **PA**CES</div>

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

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

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

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

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

<div align="right">**OPENING COMPONENT TOTAL TIME: 19 MINUTES**</div>

TRAINING PLAN

Content delivery is the **CEs** of PA**CES**. This means that you will present **C**ontent about the topic, do **E**xercises to help practice skills around the topic, and short **s**ummaries to recap the knowledge and skills presented. The **s** is little, because this will be summary done at various points in the training, after **C** and **E** delivery.
This is not the full **S**ummary in the Closing Component.
Content Delivery will include most all of your training outcomes. It will include the knowledge you will be teaching participants and the exercises/activities to help them learn the skills.

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

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

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

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

CONTENT DELIVERY COMPONENT TOTAL TIME: 77 MINUTES

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

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

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

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

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

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

CLOSING COMPONENT TOTAL TIME: 26.5 MINUTES

TOTAL TRAINING TIME: 122.5 MINUTES

Training Plan Outline

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FET 3: Group Training Day

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

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

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

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

Step 12: Write a **Title** for your training:
- The title should reflect verbage from your Workplace Outcomes i.e. Writing a lesson plan for Preschool Age Children Using Creative Curriculum.

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

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

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

Needs Assessment

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

Program Name: _____

Contact With: _____

Topic Needed: _____

Who Needs the Training: _____

Number of Participants: _____

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

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

When - time and approximate dates/time frame. _____

Where – location. _____

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

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

Training Outcomes

Training Title
Target Audience
Training Description

TRAINING PLAN
OPENING COMPONENT *(10-15%)* **PA**CES
Opening component is the **PA** of PACES. This means that you will **P**review the topic and outcomes and **A**ctivate Prior Knowledge about the topic.
The opening component will generally include introductions, icebreakers, housekeeping, overview of training, and an opening activity.

Title:

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

Workplace **Outcome**:

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

OPENING COMPONENT TOTAL TIME:

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

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

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

Title:

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

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

CONTENT DELIVERY COMPONENT TOTAL TIME:

<div align="center">

TRAINING PLAN
CLOSING COMPONENT (20-25%) PACE**S**
</div>

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

Title:

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

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

CLOSING COMPONENT TOTAL TIME:
TOTAL TRAINING TI

Tips for Submitting your Initial Trainer's Credential Application Online

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

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

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

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

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

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

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

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

☐ Please fill in EVERY section.

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

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

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

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

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

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

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

FET 3: Group Training Day