



FET 3: Group Training Day

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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

9:15 - 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



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Unofficial Start Word Search

**“Unofficial
Start Activity”**

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
 COMMUNICATION
 EDUCATION
 GENDER
 LITERACY
 STYLE

ATTITUDE
 CULTURE
 ETHNICITY
 KNOWLEDGE
 POLITICS

BELIEFS
 DISABILITY
 EXPERIENCE
 LANGUAGE
 RELIGION

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.



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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

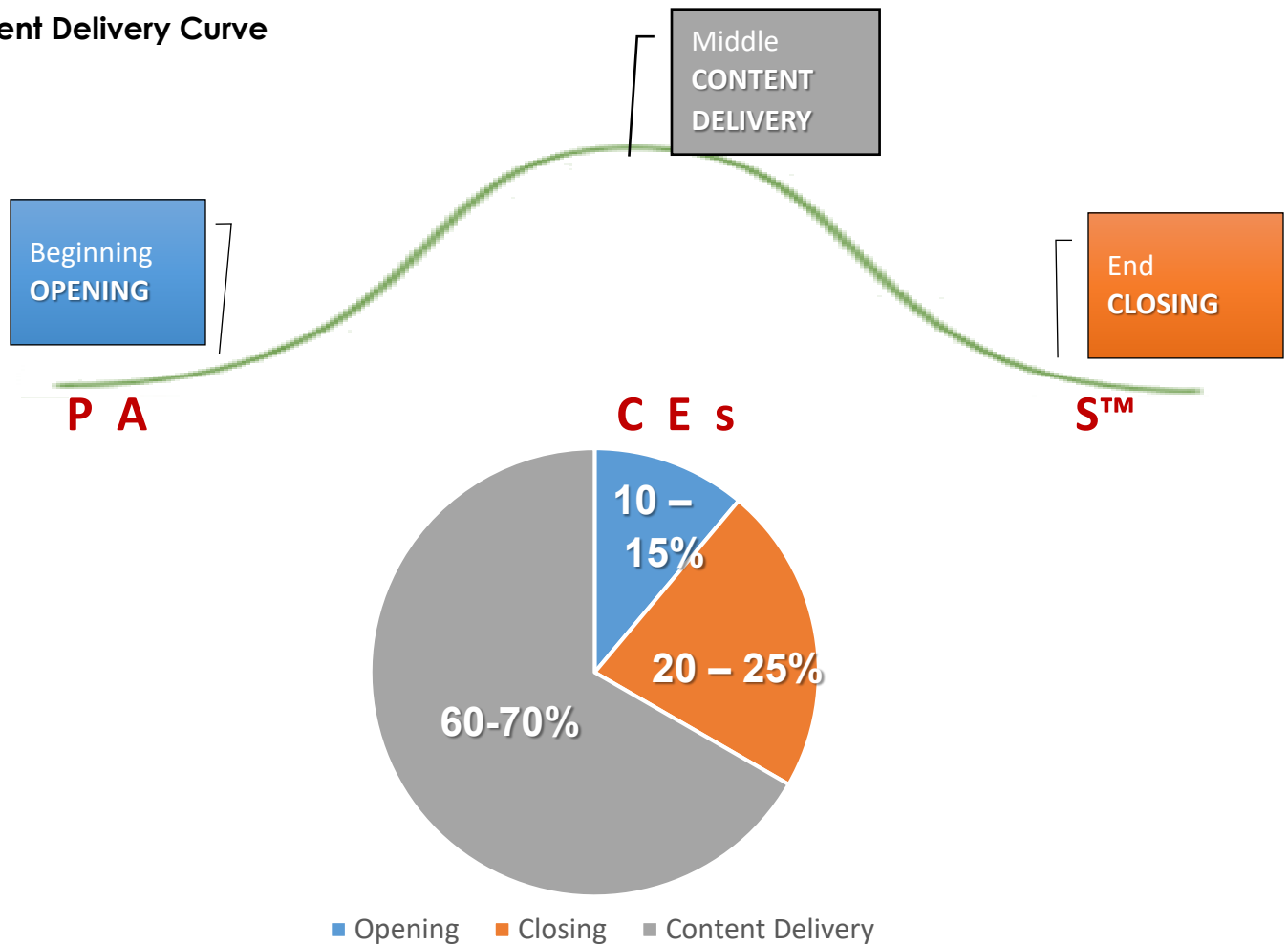
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Content Delivery Sequence:

CEs Examples:

- Content, **Exercise** (1-2 hr. training)
- Content, Content, **Exercise** (2 hr. training)
- Content, Content, Content, **Exercise**, **Summary** (3 hr. tr.)
- Content, Content, Content, **Exercise**, **summary**, Content, Content, Content, **Exercise**, **Summary** (more than 3 hrs.)

Content Delivery Curve



Trainer's Responsibility

Keep the training **focused**.

Adhere to the requested time frame.

Follow specific range of time percentages

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Writing an Outcome

<p>SMART Outcome</p> <p>Specific – target a specific area for improvement.</p> <p>Measurable – [suggests] a guide of progress.</p> <p>Attainable – manageable for the individual.</p> <p>Relevant – why should it be done.</p> <p>Timed – when will the result(s) be achieved.</p>	<p>Workplace Outcome</p> <p>Describes what the participant will do when they RETURN to the program.</p> <p>Training Outcome</p> <p>Describes what the participant will do DURING the training to achieve the workplace outcome.</p>
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Understand difficulties faced by children with disabilities without appropriate accommodations or support.

Workplace	Training
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Identify signs and characteristics of autism and make referrals and provide resources to families when needed.

Workplace	Training
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Appropriate Action Verbs for Outcome

LEARNING TYPE

RELATED ACTION VERB

<u>LEARNING TYPE</u>	<u>RELATED ACTION VERB</u>					
Knowledge Development	Cite	Define	Distinguish	List	Recognize	Reproduce
<i>What will participants need to understand?</i>	Classify	Describe	Enumerate	Name	Recall	
	Compare	Detect	Explain	Quote	Relate	
	Contrast	Differentiate	Identify	Recite	Repeat	
Skill Development	Assemble	Demonstrate	Implement	Plan	Repair	Type
<i>How will participants apply what they have learned?</i>	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.

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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:

Participants will be able to provide non-biased classroom environment/materials to reflect each child's own life experiences and expand their awareness of other cultures, ethnicities, and family structures.

Locating core content competency

Use the following page (8) to answer the following questions.

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:

Creating Culturally Responsive Environments

Core Content Competency – One Pager

**Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)**

	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
	<ul style="list-style-type: none"> Use non-biased activities and materials.^{3,14} 	<ul style="list-style-type: none"> Implement and adapt activities that reflect developmental and individual needs of children identified through ongoing assessment, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Agreement goals.^{2,12,15} 	<ul style="list-style-type: none"> Routinely incorporate activities and materials that represent and respect gender, age, roles, culture, and ethnicity.³⁰ Adapt the curricula to meet individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, Family Partnership Agreement goals.^{2,15} 	<ul style="list-style-type: none"> Provide activities and materials that address individual learning styles, varied developmental needs, and cultural diversity.²⁴ 	<ul style="list-style-type: none"> Ensure that staff is individualizing curricula by adapting to individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Plan outcomes.^{2,15}
<i>Activities and Materials (continued)</i>		<ul style="list-style-type: none"> Provide a variety of age appropriate materials and activities that encourage problem solving.^{3,14,33} 	<ul style="list-style-type: none"> Ensure that a variety of materials are available across a variety of interest centers (e.g., small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors and indoors).^{28,30} 	<ul style="list-style-type: none"> Incorporate experiences for children to construct their own knowledge in culturally familiar ways, through various strategies which include problem solving and inquiry experiences.²⁴ 	<ul style="list-style-type: none"> Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity,



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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



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Blank Note Taking Page

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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:
 - o 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?



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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



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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

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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
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

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

File Attachments

Attach/Upload

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



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Blank Note Taking Page

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●	
●	



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Appendix

Resources/Websites

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/>

Child Care Aware (CCA) of Kentucky: Trainer's Credential – There is a page specific to the Kentucky's Trainer's Credential that has resources relating to Frequently Asked Questions, linked documents, and additional resources relating to initially applying for a credential, as well as requirements for renewal. <https://www.childcareawareky.org/trainers/>

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>

FET: Trainer Connections Online Community – This is a living hub of information and collegial networking to support trainers – including content, discussion boards, and resources from Trainer Connection events. There are additional resources, including but not limited to a Trainer's Authoring Toolbox with many recommended tools and places to find content.

<https://www.hdilearning.org/> - course title: FET: Trainer Connections Online Community

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 Preschool

Contact With: Director

Topic Needed: Choosing materials that are non-biased and expand children's awareness of diversity.

Who Needs the Training: Preschool lead and assistant teachers

Number of Participants: 22

Why do they need the training/what is the situation that demands the training? Classroom observations have indicated that some materials categories are limited in diversity. Often, books, materials and display don't reflect 1-2 of the children and families in the group. Additionally, some items could be considered to promote stereotyping and possible bias. Many teachers can't explain why it is important to offer non-biased, diverse materials. Teachers don't always know how to recognize materials that could be biased, and how to select age-appropriate materials reflecting greater diversity.

How much do the participants know about the content materials? Participants have a basic understanding of the types of materials that should go in each learning center for the age they teach. However, most are relatively new to the ECE field and are not knowledgeable about why it is important to choose materials that are non-biased, reflect children's own life experiences and also expand their understanding of diversity, and how to do this. The teachers have taken an introductory equity class that defined basic terms and encouraged them to undergo some self-reflection.

What are the training needs/what would you most like to get out of this workshop. I would like all of the teachers to consistently choose non-biased, age-appropriate materials that reflect each child's experiences and support children in expanding their awareness and understanding of diversity.

Are there any particular questions or concerns, dealing with the topic, which you would like addressed in the training? I would like staff to understand why diverse materials that allow children to see themselves but also grow their understanding of differences are important in supporting their development. Teachers must also know how to differentiate between materials and display that promote bias or possible stereotyping and age-appropriate alternatives. A review of equity terms would be helpful.

What are the expected benefits/what particular skills would you like to gain and/or improve upon after taking the training? The benefits are that the teachers will be motivated/able to independently select non-biased classroom materials and display for their age group that will more fully reflect the lives of the children and families, while also allowing the children to expand their awareness of diversity. We have the materials in our central materials library, but I don't always have time to pick them out for each classroom.

When - time and approximate dates/time frame. On our next Saturday PD day, ideally in the morning from 10-12.

Where - location. ABC Preschool's training room

Training Plan Worksheet

Training Topic (based on Needs Assessment) Creating Culturally Responsive Environments		Level of Training 1	Length of Training 2 hours
Core Content Area Learning Environments and Curriculum	Core Content Competency Use non-biased activities and materials (p. 59)		
Workplace Outcome Participants will be able to provide non-biased classroom environment/materials to reflect each child's own life experiences and expand their awareness of other cultures, ethnicities, and family structures.			
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.	
Benefits of the windows and mirrors approach with materials and activities in supporting children's learning and understanding of diversity		Select materials that are age-appropriate	
What types of classroom materials and display can reflect children's own experiences and increase awareness of diversity		Evaluate materials and activities for bias	
How to recognize materials that are stereotypical and/or limited in diversity		Choose different types of materials, activities and display that are non-biased, reflect children's lives and/or expand their awareness of diversity	
Training Outcomes List materials that could reflect children's backgrounds and expand their awareness of diversity in various categories. Classify materials that are biased versus those that are non-biased.			
Training Title Advancing Equity in Early Childhood – Culturally Responsive Environments			
Target Audience: Preschool Staff			
Training Description During this training, participants will learn how to provide a non-biased classroom environment that reflects each child's life experiences and expands their awareness of other cultures, ethnicities and family structures. Participants will be able to define the benefits of the mirrors and windows approach in supporting children's learning, how to evaluate materials for bias, and age-appropriate materials that can reflect children's own experiences and/or increase their awareness of diversity. Trainees will have hands-on opportunities to practice identifying appropriate materials and will return to their classroom with 3 goals to implement. This training is designed for Preschool.			

TRAINING PLAN

OPENING COMPONENT (10-15%) PACES

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: Advancing Equity in Early Childhood – Culturally Responsive Environments

Date: TBD

Time: 10:00 am – 12:00pm

Number of Hours: 2

Level of Training: 1

Workplace Outcome: Participants will be able to provide non-biased classroom environment/materials to reflect each child's own life experiences and expand their awareness of other cultures, ethnicities, and family structures.

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	<u>Anecdote</u> Greet participants and offer quick story “hook” - what is in it for them	Computer/Screen/R emote throughout, PowerPoint - photo	30 sec.
Introductions	<u>Mini-talk</u> Short introduction, bio	PowerPoint	30 sec.
	<u>Icebreaker- Pair and Share</u> Favorite play material when you were a child – turn to person next to you and share why you liked it		2 min.
Housekeeping	<u>Brainstorming</u> Establish ground rules – What makes this a successful training for you? <u>Mini-talk</u> Handout, credit, parking lot, other housekeeping	Slides, type ground rules into Ppt slide post-it notes, chart paper for parking lot	2 min.
Overview	<u>Mini-talk</u> Road map, outcomes	Slides, Handout	1 min.
Activate Prior Knowledge Activity (APKA)	<u>Four Corners</u> Short APKA activity; select favorite between 4 types of classroom materials; go to corner and discuss 1. What types of these materials are accessible in your classroom? 2. Who uses them (girls/boys, some, all children etc.)? 3. How much do the materials/display reflect the children and families in your classroom? 4. What types of families, cultures, races and ages are shown in your materials? At the end, have each corner briefly share out (5 min discuss/3 min share).	Slide with questions Chart paper with markers in each corner	8 min.

OPENING COMPONENT TOTAL TIME: 14 MINUTES

TRAINING PLAN

CONTENT DELIVERY COMPONENT (60-70%) PACEs

Content delivery is the **CEs** of **PACES**. This means that you will present **C**ontent about the topic, do **E**xercises to help practice skills around the topic, and short summaries 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: Advancing Equity in Early Childhood – Culturally Responsive Environments

Date: TBD

Time: 10:00 am – 12:00pm

Number of Hours: 2

Level of Training: 1

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 materials that are biased versus those that are non-biased.	<u>Mini-lecture</u> Review the terms equity, equitable learning, diversity, identity, bias, implicit bias, stereotype, culture, culturally responsive. Fill-in handout.	Ppt slide, handout with fill-in blank	8 min
	<u>Game (mini-summary)- Definition Four Corners</u> Participants are "dealt" cards with definition words – go to corner of room with definitions on cards. Put definitions in own words on chart. Share out when return.	Cards with terms, chart paper in 4 corners, markers	8 min
	<u>Brainstorming</u> What are some examples of materials that could show bias or stereotyping? What would be non-biased?	Chart paper with 3 columns – bias, non-biased, possible stereotype	5 min
	<u>Evaluations</u> Learners evaluate hypothetical materials photos/descriptions in small groups. Groups formed based on age of children taught. (Each group has different evaluation appropriate to ages taught.) Discuss: 1. Which materials are biased versus non-biased? 2. What stereotypes might the biased materials support? Discuss afterwards as whole group; pictures shown on PowerPoint.	Ppt slide, photos/description, handout	15 min

TRAINING PLAN

CONTENT DELIVERY COMPONENT (60-70%) PACEs

<p>List materials that could reflect children's backgrounds and expand their awareness of diversity in various categories.</p>	<p><u>Interactive Lecture</u> Overview of age-appropriate materials. Definition and benefits of windows and mirrors approach in supporting children's learning and preventing stereotypes; includes interactive materials classification game.</p>	PowerPoint slide with photos	10 min
	<p><u>Video-Teacher Nadia Environment Windows and Mirrors (10:13 – 11:56)</u> Importance of children seeing themselves in classroom environment and mirrors and windows: https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/#:~:text=The%20film%2C%20Reflecting%20on%20Anti,teachers%20reflecting%20on%20their%20practice</p>	Video in browser	2 min
	<p><u>Discussion</u> What was compelling from interactive lecture and video?</p>	Chart paper, marker, handout	4 min
	<p><u>Learning Stations –Appropriate Classroom Materials by Age</u> Work in small groups to sort materials photos into two piles – appropriate, not appropriate; can use handout resources as a support. Stations – I/T, PS, SA.</p>	Laminated materials and display photos	15 min
	<p><u>Self Reflections – Classroom Materials and Display Evaluation</u> Complete 1 page evaluation of your own classroom space. Then, one step at a time - Put a W by examples that provide a window, and a M by examples that provide a mirror. Highlight any “not yet” answers in yellow. Circle any materials that could promote stereotyping or bias. Includes short debrief discussion.</p>	Handout, chart paper, markers	10 min

CONTENT DELIVERY COMPONENT TOTAL TIME: 77 MINUTES

TRAINING PLAN

CLOSING COMPONENT (20-25%) PACES

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: Advancing Equity in Early Childhood – Culturally Responsive Environments

Date: TBD

Time: 10:00 am – 12:00pm

Number of Hours: 2

Level of Training: 1

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:
Questions/Comments	<u>Parking Lot- Final Q&A/Comments</u> Discuss parking lot questions, any other questions, comments	Chart paper, post-it notes	4 min
Summary	<u>Jeopardy</u> Key concepts review. We will divide into 3 teams.	Jeopardy game in Ppt.	10 min
Evaluation	<u>Implementation Plan</u> Reflect on session, complete left-hand side, including 3 goals that tie to classroom evaluation. <u>Writing Activity</u> Complete written session evaluation	Implementation plan in handout Written evaluation (QR code also in handout if prefer to do on phone)	5 min 3 min
Transfer of Learning Activity	<u>Post-it Follow-ups</u> Write on neon post-it to answer fill-in sentence “I want to learn more about <i>blank</i> .” Trainer will use information to email learning boosts and additional resources to group. <u>Flickr App</u> Share the plan to use Flickr for our transfer of learning and walk them through the website/app on shared screen. Send invite to join group, encourage participants join and welcome to group prior to leaving training if possible. Then explain when they return to classroom take images of materials prior to any changes made. Over the next 3 weeks adjust and photograph for before and after for at least 1 change you plan to make. Finally, in 3-4 weeks post images into Flickr.	Neon post-it, chart paper Flickr App, Smartphone with App	2 min 4 min

TRAINING PLAN

CLOSING COMPONENT (20-25%) PAGES

<p>Final Housekeeping</p>	<p><u>Title:</u> Non-biased Materials and Display, Flickr group share <u>Length of Time:</u> Three weeks post training send invite. Begin posting photographs 3-4 weeks after training. Continue to post and share amongst group. <u>Description:</u> Using Flickr I've set up a group where trainees can post and share before and after images of changes they have made in their classrooms. I hope this enables them a space to continue to think of ways to offer non-biased materials/display that serve as windows and mirrors, engage with colleagues, and follow through on the transfer of learning.</p> <p><u>Mini-Talk</u> Trainer contact information, sign out; credit timing on TRIS</p>	<p>PowerPoint with rolling screen: Flickr App, Diversity Kids Tapestry quote, TRIS info, contact info; sign-out sheet</p>	<p>1 min</p>
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CLOSING COMPONENT TOTAL TIME: 29 MINUTES

TOTAL TRAINING TIME: 120 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):

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 verbatim 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%) PACES

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%) PACEs

Content delivery is the **CEs** of **PACES**. This means that you will present **C**ontent about the topic, do **E**xercises to help practice skills around the topic, and short summaries 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:

TRAINING PLAN

CLOSING COMPONENT (20-25%) PACES

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](#).