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

9:15 - 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

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.

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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

**S**ummary: Brief review, application activity, Q&A, Evaluations, Implementation Plan, Follow-Up

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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

P A   **C E s**   **S™**

■ Opening ■ Closing ■ Content Delivery
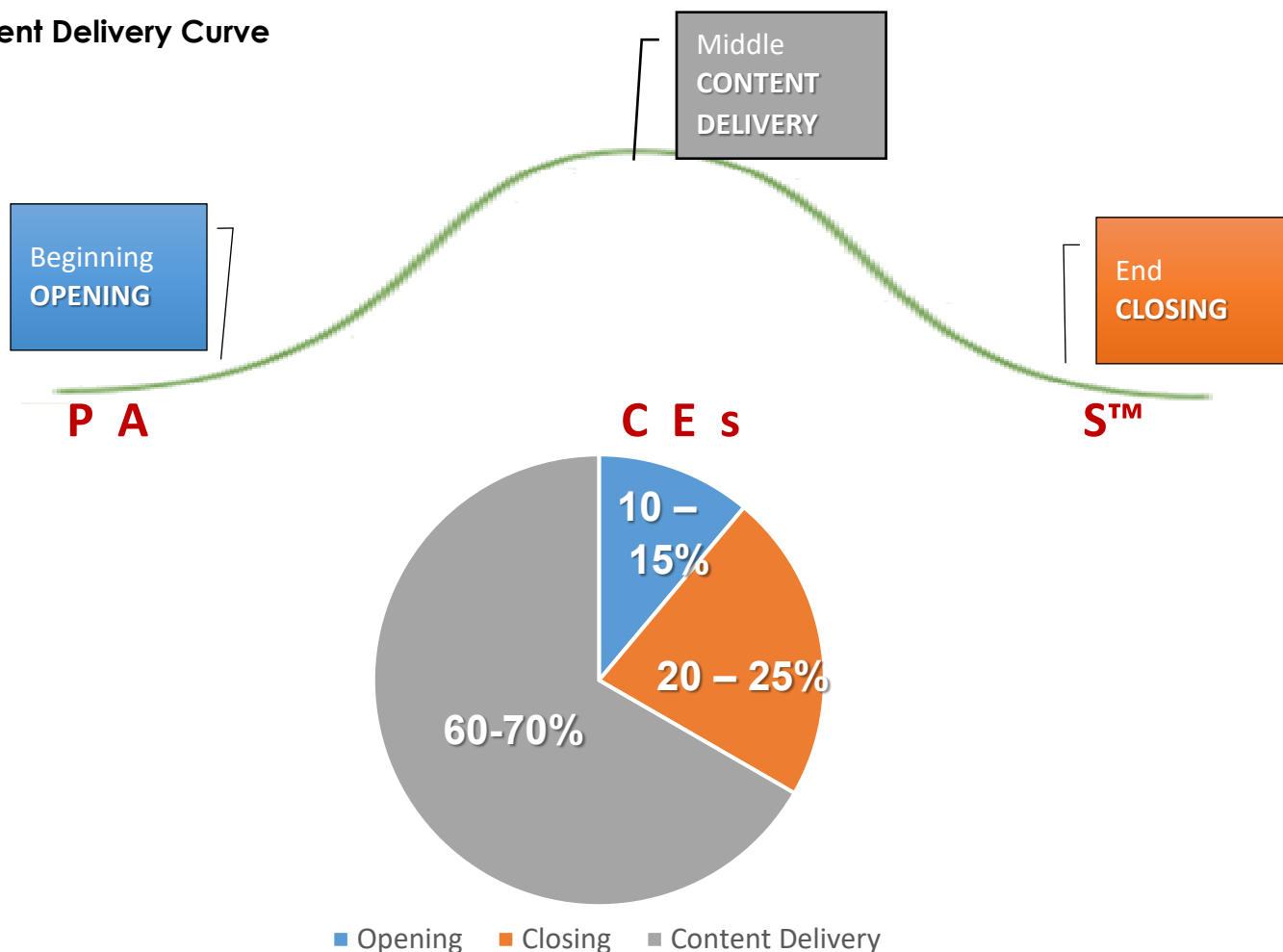
Trainer's Responsibility

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

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Writing an Outcome

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 autism and make referrals and provide resources to families when needed.

Workplace	Training

Appropriate Action Verbs for Outcome

LEARNING TYPE	RELATED ACTION VERB					
Knowledge Development	Cite	Define	Distinguish	List	Recognize	Reproduce
What will participants	Classify	Describe	Enumerate	Name	Recall	
need to understand?	Compare	Detect	Explain	Quote	Relate	
	Contrast	Differentiate	Identify	Recite	Repeat	
Skill Development	Assemble	Demonstrate	Implement	Plan	Repair	Type
How will participants	Compute	Design	Measure	Prepare	Select	Write
apply what they have	Construct	Develop	Modify	Process	Solve	
learned?	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?	Knowledge Skills
Sort materials according to learning centers.	Knowledge Skills
Behavioral characteristics of 3-year-olds.	Knowledge Skills
What is an assessment versus a screening?	Knowledge Skills
Put the diapering steps in correct order.	Knowledge Skills

Components of the Professional Development Framework (PDF) Core Content

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
Space and Furnishings (continued)	• Maintain materials and equipment in arranged environments to allow and encourage appropriate independence, promote physical development, and encourage appropriate curriculum.	• Maintain and/or obtain equipment.[14,15,19] • Rotate materials and equipment to encourage planned and spontaneous activities.[28,30]	• Organize environment to include a variety of materials and equipment.[13]	• Plan for and use materials that recognize and value diversity as a strength in children and families.[2,28]	
	• Demonstrate use of materials, such as blocks, etc., for play.[4]	• Demonstrate knowledge that children learn through interactive play with materials, other children, and adults in their immediate environments in home and center-based programs.[3,31] • Describe how materials, such as blocks, water, sand, books, and puzzles, and experiences, such as music and practical life, are used for play and learning in home and center-based programs.[31]			• Evaluate the program planning and implementation process of early childhood practitioners in various settings to ensure that practitioners demonstrate knowledge that children learn through interactive play with materials, children, and adults in their immediate environments.[31]

Subject Area:

Competencies (bullets)

Level of Competency – above the column of competencies

Subareas (not found in all subject areas)

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Core Content Competency Practice Exercise

Workplace Outcome:

Participants will regularly incorporate non-biased materials and activities to represent each child's life experiences and expand their awareness of diversity.

Locating core content competency

Use the following page (9) 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

	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
	▪ Use non-biased activities and materials.[3,14]	▪ 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]	▪ 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]	▪ Provide activities and materials that address individual learning styles, varied developmental needs, and cultural diversity.[24]	▪ 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]
Activities and Materials (continued)		▪ Provide a variety of age appropriate materials and activities that encourage problem solving.[3,14,33]	▪ 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]	▪ Incorporate experiences for children to construct their own knowledge in culturally familiar ways, through various strategies which include problem solving and inquiry experiences.[24]	▪ 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,

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

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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 if you want to schedule time for help working on your Training Plan.
- 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**

	Level	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 [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; !@#

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Blank Note Taking Page

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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 and activities 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 materials and activities 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 and activities that could be biased, and how to select age-appropriate materials and activities reflecting greater diversity.

How much do the participants know about the content materials? Participants are generally experienced teachers and have a basic understanding of the types of materials that should go in each learning center for the age they teach. However, most are not confident in their knowledge about why it is important to choose materials and activities 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 and activities 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 activities 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 incorporate non-biased classroom materials and activities 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 and planning resources 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

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Training Plan Worksheet			
Training Topic (based on Needs Assessment) Creating Culturally Responsive Environments		**Level of Training** 3	**Length of Training** 2 hours
Core Content Area Learning Environments and Curriculum	**Core Content Competency** Routinely incorporate activities and materials that represent and respect gender, age, roles, culture, and ethnicity. (p. 59)		
Workplace Outcome Participants will regularly incorporate non-biased materials and activities to represent each child's life experiences and expand their awareness of diversity.			
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 and activities that could reflect children's backgrounds and expand their awareness of diversity in various categories. Classify materials and activities 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 regularly provide non-biased materials and activities that reflect each child's life experiences and expand their awareness of other cultures, ethnicities, ages, roles, 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 and activities for bias, and choose age-appropriate materials and activities 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 activities and will return to their classroom with 3 goals to implement. This training is designed for Preschool.			

TRAINING PLAN
OPENING COMPONENT (10-15%) **PA**CES

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:** 3

Workplace **Outcome**: Participants will regularly incorporate non-biased materials and activities to represent each child's life experiences and expand their awareness of diversity.

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	*Anecdote* Greet participants and offer quick story "hook" - what is in it for them	Computer/Screen/Remote throughout, PowerPoint - photo	30 sec.
Introductions	*Mini-talk* Short introduction, bio *Icebreaker- Pair and Share* Favorite play material when you were a child – turn to person next to you and share why you liked it	PowerPoint	30 sec. 2 min.
Housekeeping	*Brainstorming* Establish ground rules – What makes this a successful training for you? *Mini-talk* Handout, credit, parking lot, other housekeeping	Slides, type ground rules into Ppt slide post-it notes, chart paper for parking lot	2 min.
Overview	*Mini-talk* Road map, outcomes	Slides, Handout	1 min.
Activate Prior Knowledge Activity (APKA)	*Four Corners* 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

<p align="center">**TRAINING PLAN**</p>
<p align="center">*CONTENT DELIVERY COMPONENT (60-70%)* PA**CEs**</p>

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: Advancing Equity in Early Childhood – Culturally Responsive Environments

Date: TBD	**Time:** 10:00 am – 12:00pm	**Number of Hours:** 2	**Level of Training:** 3

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 and activities that are biased versus those that are non-biased.	*Mini-lecture* 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
	Game(mini-summary)- Definition Four Corners 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
	Brainstorming What are some examples of materials and activities that could show bias or stereotyping? What would be non-biased?	Chart paper with 3 columns – bias, non-biased, possible stereotype	5 min
	Evaluations Learners evaluate hypothetical material and activity photos/descriptions in small groups. Discuss: 1. Which are biased versus non-biased? Why or why not? 2. What stereotypes might the biased materials or activities support? 3. How might a child in the group feel experiencing the material/activity? Discuss afterwards as whole group; pictures shown on PowerPoint.	Ppt slide, photos/description, handout	15 min

List materials and activities that could reflect children's backgrounds and expand their awareness of diversity in various categories.	*Interactive Lecture* Overview of age-appropriate materials and activities. Definition and benefits of windows and mirrors approach in supporting children's learning and preventing stereotypes; includes interactive classification game.	PowerPoint slide with photos	10 min
	Video-Teacher Nadia Environment Windows and Mirrors (10:13 – 11:56) 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	Video in browser	2 min
	Discussion What was compelling from interactive lecture and video?	Chart paper, marker, handout	4 min
	Learning Stations – Classroom Materials and Activities Work in small groups to sort materials and activities photos - evaluate based on whether age-appropriate, reflect children's backgrounds, or expand awareness of diversity. Stations – PS Materials, PS Activities	Laminated materials and display photos	15 min
	Self-Reflections – Classroom Materials and Activities Evaluation Complete 1 page evaluation of your own classroom space and recent activities. 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 and activities that could promote stereotyping or bias. Includes short debrief discussion.	Handout, chart paper, markers	10 min

CONTENT DELIVERY COMPONENT TOTAL TIME: 77 MINUTES

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: Advancing Equity in Early Childhood – Culturally Responsive Environments

Date: TBD   **Time:** 10:00 am – 12:00pm   **Number of Hours:** 2   **Level of Training:** 3

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	*Parking Lot- Final Q&A/Comments* Discuss parking lot questions, any other questions, comments	Chart paper, post-it notes	4 min
Summary	*Jeopardy* Key concepts review. We will divide into 3 teams.	Jeopardy game in Ppt.	10 min
	Implementation Plan Reflect on session, complete left-hand side, including 3 goals that tie to classroom evaluation.	Implementation plan in handout	5 min
Evaluation	*Writing Activity* Complete written session evaluation	Written evaluation (QR code also in handout if prefer to do on phone)	3 min
Transfer of Learning Activity	*Post-it Follow-ups* Write on neon post-it to answer fill-in sentence "I want to learn more about *blank.*" Trainer will use information to email learning boosts and additional resources to group.	Neon post-it, chart paper	2 min
	Padlet Share the plan to use Padlet for our transfer of learning and walk them through the Padlet page on shared screen. Post QR code to access page (and send link). Then explain when they return to classroom take images of materials prior to any changes made and post to Padlet. Over the next 3 weeks adjust and photograph for at least 1 change you plan to make. If respondents prefer, they can post a "before" description of an activity they plan to modify. Finally, in 3-4 weeks post "after" images and/or modified activity descriptions	Padlet app on Ppt, QR code and link (link also on handout)	4 min

	into the Padlet sheet. Trainees and the trainer can offer moderated comments on the posts. Alternate means of participating in transfer of learning: Participants can upload video or audio descriptions to Padlet instead of photos/posts. If technology is a barrier, participants can use the trainer's Google Voice number and can leave the information via voicemail or text. Photos can also be sent by text.		
Final Housekeeping	*Mini-Talk* Trainer contact information, sign out; credit timing on ECE-TRIS	PowerPoint with rolling screen: Padlet Diversity Kids Tapestry quote, TRIS info, contact info; sign-out sheet	1 min

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 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 (pick one from the Professional Development Framework. List Page #.)

Workplace Outcome

Knowledge What will participants have to KNOW.	Skills What will participants have 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:

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:

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