

Fundamentals of Effective Training (FET) Waiver Guidelines

Available for First Time Applicants Only

Candidates seeking Level 4 or 5 Trainer's Credentials may seek a waiver for the required 17-hour seminar on "Fundamentals of Effective Training" if they have completed similar training in the previous 10 years and can provide documentation that the curriculum matches content and focus of the required seminar.

Seminar waivers *will not* be considered for renewal or reapplication for a Trainer's Credential and *will not* be granted for previously completed "Fundamentals of Effective Training" which has a three year expiration date as outlined in the Division of Child Care's Policy Clarifications <http://chfs.ky.gov/dcbs/dcc/policyclarifications.htm>.

Acceptable equivalent training *must* cover areas included in the "Fundamentals of Effective Training" as outlined below.

Content and Focus of the Seminar on Fundamentals of Effective Training

(1) Core Content and Training Levels

- **Overview of the Professional Development Framework (PDF)** (*Using Core Content to differentiate training levels*)

Identification of the specific knowledge, competencies and characteristics needed by early childhood practitioners to work effectively with young children and families; and identification of the seven essential competency subject areas and the five levels of increasing mastery of content.

(2) Principles of Adult Learning

- **Adult Learner Characteristics** (*Principles of learning/barriers to learning*): Identification of characteristics of adult learners that affect how they approach learning (independent self-concept, immediate time orientation, learned emotional framework and broad base of experience and knowledge). Based on work of Malcolm Knowles.
- **Diversity & Cultural Variables** (*Learning styles/cultural differences*): Identification of factors of learner diversity and cultural differences that a trainer should consider when developing training.
- **How Adults Learn** (*Learning styles*): Identification of the characteristics of auditory, visual and kinesthetic learners and implications for training design/presentation.

(3) Supporting Transfer of Learning

- **Follow-Up/Transfer of Learning**: Identification of the factors related to "training transfer partnership" as defined by Broad & Newstrom (trainee, trainer, director), barriers to training transfer, strategies before/during/after the training designed to facilitate training transfer; explore variety of follow-up activities designed to encourage application back in the workplace.

(4) Ethics & Professionalism

- Identification of key components of professionalism and the applicability of copyright laws to training materials.

(5) Needs Assessment and Evaluation (*Effecting change in behavior*)

- **Analyzing Training Need** (*Assessment strategies*):
Identification of the importance of needs assessments and steps to conducting needs assessment; identify information needed, sources of information and methods for collecting information. Participants plan a needs assessment.
- **Levels of Evaluation:**
Identification and application of the four levels of evaluation (participant reaction, participant learning, behavior change, and results and impact)..
- **Developing the Plan:**
Identification of the components of evaluation plans (questions, measures/instruments, data collection, data analysis, disseminating results).
- **Training Improvement Process:**
Identification of the purposes of the data analysis process and uses for evaluation information.

(6) Training Design and Methods (*Outlining training content*)

- **Identifying Outcomes** (*Designing and planning presentations*):
Identification of the uses of achievement-based outcomes that are SMART (specific, measurable, attainable, relevant and timed); steps in developing outcomes.
- **Selecting Training Methods** (*Strategies for instruction; group dynamics and activities*):
Identification of training methods that utilize adult learning characteristics to present training content.
- **Developing Training Aids** (*Strategies for instruction; group dynamics and activities*):
Identification of advantages, disadvantages and suggestions for effective use of training aids (handouts, videotape/film, flipcharts/posters; overhead transparencies; and props.)
- **Develop Training Plan** (*Designing and planning presentations*):
Application of the steps of developing a training plan; application of PACES model to developing a training plan (Preview, Activate prior knowledge, Content, Exercise, and Summary).

(7) Conducive learning environments and organizational strategies (*Creating and maintaining positive learning climates*):

- **Physical Environment:**
Identification of factors related to selecting appropriate training locations; identification of pro's/cons of commonly used training locations; review of checklists for use when selecting training locations and training rooms; and discussion of room arrangement and common room layouts.
- **Psychological Environment:**
Identification of factors related to creating a comfortable, welcoming environment that motivates and enables adults to learn.
- **Effective Strategies for Successful Training**
Identification of a variety of resources and strategies for handling training logistics before, during and after the training.

(Revised May 3, 2013)