



Palm Beach State College

Institute of Excellence in Early Care and Education  
Quality Assurance Department

## Maximize Training Impact: Narrow Your Focus, Cover In-depth

The term “an inch wide and a mile deep” as it applies to training means trainers cover fewer topics in their trainings, but cover them in more depth.

This approach allows participants to have the time to absorb their new knowledge, practice their new skills, and reflect on how they will use what they have learned when they return to work.

A common training pitfall is attempting to cover too many concepts and ideas in a short of amount of time. Training that does this usually ends up being unfocused and scattered and, unfortunately, participants do not gain a deep understanding of any of the concepts that are introduced.

When this happens, the training does not achieve any **Workplace Outcomes** or make lasting impacts on quality care.

Avoid this pitfall by integrating Wiggins



and McTighe’s **Backward Design** principles into your planning process.

**Backward design** encourages you to use the following questions to determine exactly which concepts you will cover in your training.

- ◆ What is essential to know and be able to do to achieve each Outcome/ Ob-

jective pair?

- ◆ What is important to know and do?
- ◆ What is nice to know?
- ◆ What is worth being familiar with?

Then plan your training around the ideas, concepts, and theories that are essential. **PACES (preview, activate, content, exercises, and summary)** focuses on these concepts to ensure participants develop a deep understanding of them and are confident implementing them at work.

Then, if time allows, you can focus on what is nice to know and worth being familiar with; or, you can give participants other resources that can introduce them to this information.

Read more about **Backward Design** [here](#) or for an excerpt from Wiggins and McTighe’s *Understanding by Design*, [click here](#).

## QA Welcomes New Instructional Designer

The Quality Assurance Department is pleased to welcome the newest member of the QA team, Julie Golden.

Julie brings to the Instructional Designer position an extensive background in communications and writing. After a twenty-year career in the broadcasting industry, Julie is now focused on creating curriculum that will help early childhood educators improve their writing and communication skills.

Julie has just completed designing *Successful Communications for the Early Childhood Educa-*



*tor*, a professional development course that will debut in October. The focus of the course is to provide practitioners with the knowledge and skills to strengthen their written and oral communications abilities through activities with authentic application in the early childhood classroom.

Julie is excited to be teaching this course as a Palm Beach State College adjunct instructor this fall and to be working on instructional design for the implementation of the Florida Early Care and Education Professional Development System.

**PALM BEACH STATE COLLEGE**

Inside this issue:

<i>Write Strong Goals</i>	2
<i>Get the Max from Group Discussions</i>	2
<i>Featured Trainer Nicole Estes</i>	3
<i>Trainer Accolades</i>	4



## Writing Strong Goal Statements

The **Goal** is extremely important to trainers' planning processes as strong **Goals** help them make decisions about what material to present and how to present it.

The **Goal** identifies how children will benefit from the training, so it is written as, *Children will:* \_\_\_\_\_.

The **Goal** also needs to be written, so that it is Specific, Measurable, Achievable, Realistic, and Timely (SMART). To read more about SMART goals, [click here](#).

Weak **Goals** are often too general. For example: *Children will: learn about math*. This goal does not describe the exact impact the training will have on children and it is not SMART.

A strong **Goal** would be: *Children develop interest in the math and logic concepts of sorting and matching*. This **Goal** lists exactly

what benefits this training will have on children, and it is SMART:

- ◆ **Specific:** The **Goal** is extremely detailed and can be used by trainers to plan the training's **Content** and **Exercises**.
- ◆ **Measurable:** The **Goal** can be measured by observers who could watch children in their classrooms and ask them questions to gauge their interests and understanding of sorting and matching.
- ◆ **Achievable, Realistic, and Timely:** The **Goal** is achievable and realistic for preschool aged children as it is part of Florida's School Readiness Performance Standards. This indicates that it is developmentally appropriate and possible for children to understand sorting and

matching concepts.

- ◆ **Timely:** A four hour session will provide enough time for participants to gain the knowledge and skills necessary to help children reach this **Goal**.



Once trainers write their **Goals**, they can ask themselves:

- ◆ Does the **Goal** describe the exact impact that the training will have on children?
- ◆ Is the **Goal** **Specific, Measurable, Achievable, Realistic, and Timely**?

If their answers are not "yes" to both questions, then, the **Goals** will need to be revised.

Sometimes, trainers find that after much thought and reflection, they cannot think of how children will benefit from their training. In these cases, trainers may need to reconsider their topics.

For more information about filling out the Goal Sheet, [click here to view Completing the Quality Assurance Training Goal Sheet: A Guide for Success](#).

## Maximize Your Group Discussions



Active learning creates experiences for participants that are memorable and fun. One of the ways to involve participants in training is through group discussions.

These discussions are beneficial for both participants and trainers. These discussions give participants opportunities to be engaged in their own learning, gain awareness of other participants' opinions and beliefs, and be exposed to new ideas. For trainers, these discussions are another informal way for them to check participants' levels of understanding related to the concepts, ideas, and theories being discussed.

The most common form of discussions take

place when trainers pose questions to the large group and encourage them to share their thoughts, ideas, and opinions. There are several strategies trainers can use to ensure their discussions are successful. These include:

- ◆ Ask open-ended questions, which are questions that cannot be answered with one word.
- ◆ Give participants hints and encouragement if they are not on the right track.
- ◆ Avoid trying to answer questions for participants.
- ◆ Give participants time to process questions and think about their answers: Trainers may try counting silently to 10 before rephrasing questions or asking them again.
- ◆ Ask follow-up questions to encourage participants to talk more and to clarify answers.
- ◆ Use active listening techniques.
- ◆ Take notes while participants speak and refer back to the comments at

relevant times during the training.

- ◆ Pay attention to time and let participants know when there is about one minute remaining.
- ◆ Conclude the discussion by saying something positive such as, "It sounds like you all have a lot of ideas".
- ◆ Avoid giving overly negative feedback by saying, "That's an interesting idea. I wonder what you think about \_\_\_\_\_?"
- ◆ Refer to the Group Agreement if participants are not polite or encouraging to one another by saying, "Please remember that we agreed to be respectful to one another even if we disagree."

For more information about facilitating group discussions, check out these links: [Suggestions for Discussions](#) [FAQS about Discussions](#)

## Featured Trainer: Nicole Estes

Teacher, trainer, coach, mother, Nicole Estes shares her thoughts on group size requirements, PACES and being prepared for a technology meltdown.

### 1. **What inspired you to become a trainer?**

I first started training because I enjoyed sharing and exchanging information with adult learners. A few years into this role, I became a parent. The birth of my first child, nearly 7 years ago, has a lot to do with my shift in interest to infants and toddlers. (I also have a 4 year old son.) Over the past 5 years, my passion has grown stronger for our youngest children, ages birth to 3.

Becoming a parent, and a working mother, has inspired me to continue to share, educate and improve the quality of early care and education. I believe all parents should have the opportunity to make educated decisions about their child's early childhood experiences. I also feel that it is the teacher's job to ensure that each child/family's needs are being met.

### 2. **What is your background and experience in training?**

Prior to coaching adult learners, I taught young children from Toddler to Kindergarten. I have been a Registry Approved trainer since the Registry began. In the past, I have developed many PACES and have provided a lot of "in-house" style trainings.

I am also an adjunct professor with Palm Beach State College and I train for Family Central, Inc. teaching the [Roadmap to Quality Counts: Navigating Palm Beach County's Quality Rating Improvement System](#). I developed this 12-hour course to assist in understanding the purpose, requirements and resources within Quality Counts.

### 3. **How long have you been training?**

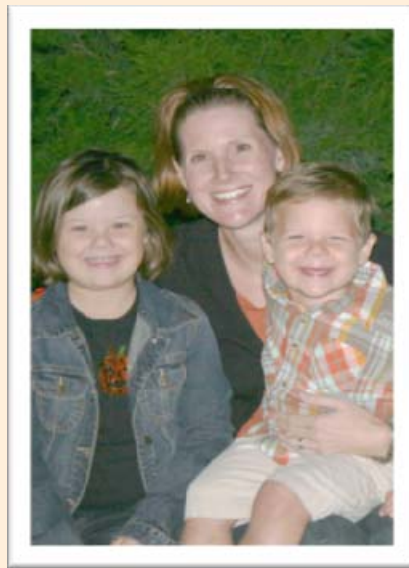
I have been an adult trainer for about 10 years. My job title has varied from training associate to mentor to coach.

### 4. **What is your background and experience in the early care and**

### **education ?**

I have a Bachelors degree in Elementary Education with a dual certificate in Early Childhood Education. I taught Kindergarten for 3 years. I have also taught toddlers and preschool age children.

I have taken the Program for Infant & Tod-



dlar Caregiving (PITC/West Ed) training, 10 Components of Infant and Toddler Caregiving, and several other infant and toddler trainings.

### 5. **What is the biggest obstacle you faced as a trainer and how did you overcome it?**

Technical difficulties! I benefit from the availability of computers, video clips and zip-drives; but, I will be honest, they make me nervous. I rely so much on technology to present an effective training, so I have to overcome it!

### 6. **What strategies do you use to keep participants active and engaged during your sessions?**

Following the PACES...of course! Ask them for feedback and check for understanding along the way.

### 7. **What do you think your role is as a trainer?**

Empower; help them find the answers within themselves and empathize!

### 8. **What are the benefits of using the PACES and outcomes driven training?**

Now that I know the PACES format, it makes developing a training much easier. I find PACES keeps the flow of the training moving, objectives clear, and the students leave with lasting content!

### 9. **What do you see as the most important issue currently impacting early care and education and/or afterschool education?**

Seriously, I am going to get on my soapbox...ratio and group size requirements. If adult to child ratio and group size requirements were smaller, the education and individualization that we are asking teachers to provide would be more achievable, teacher burn-out and turnover would be reduced, childhood illnesses would be reduced, and families would learn to trust in an educational system! Let's face it, eleven 2 year olds with 1 teacher is not acceptable. These children have a limited vocabulary, aggressive behaviors and are being potty trained. How are the children's individual needs being met with these ratios and group sizes? Quality early childhood education is severely impacted by these very minimal standards.

### 10. **What advice would you give to new trainers?**

Prior to EVERY training, I visit the training room. I set up the equipment. I make sure everything works and then I make sure I know who to call if it doesn't work! I also make sure I have back up activities and hard copies of as many things as possible, such as PowerPoint presentations and handouts.

## Have you visited the registry lately?

Check out what's new for trainers at [www.pbcregistry.org](http://www.pbcregistry.org)

- ◆ Online Training Approval Request Submission
- ◆ Goal/PACES samples and re-sources
- ◆ Sample flyer template for marketing Registry approved events
- ◆ Secure viewing/



printing of your Trainer Registry report

- ◆ Easy access to essential Trainer forms/applications and re source
- ◆ Important announcements and news for Registry Approved Trainers

If you have any questions or need additional information about the Registry, contact them at: (561) 868-3671 or [ecregistry@palmbeachstate.edu](mailto:ecregistry@palmbeachstate.edu)

### Recently Approved Trainings

- ◆ Supporting Infant/Toddler Social emotional Wellness (English)
- ◆ Roadmap to Quality
- ◆ Sensory Explorations for Infants and Toddlers (Spanish)
- ◆ ITERS (Spanish)
- ◆ Successful Communication for the Early Childhood Educator
- ◆ Getting Started with Conscious Discipline
- ◆ Curriculum Planning for Certified Teachers
- ◆ Observing and Documenting Children at Work
- ◆ Classroom Behavior Modification
- ◆ Connecting with Children Through Observation
- ◆ Cooking Across the Curriculum
- ◆ Inclusion, What Works

## Trainer Accolades



Dr. Grace Kolbe and Kathy Haight presented a stimulating and rich session about Core Competencies at the American Society for Training and Development Palm Beach County GIG [ASTD GIG](http://www.astdftl.org/index.cfm?ID=719) on July 1, 2010 at Northwood University. The audience was highly interested and engaged in conversation which reflected the relevance of core competencies across a wide variety of industries. Please stay tuned for more enlightening trainer events at The American Society of Training and Development. <http://www.astdftl.org/index.cfm?ID=719>

This is the newest section of T.R.A.I.N.E.R. The accomplishments of our trainers will be highlighted here each quarter. Accolades or ideas can be submitted via email to: [goldenj@palmbeachstate.edu](mailto:goldenj@palmbeachstate.edu)

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Palm Beach County Registry:  
[www.pbcregistry.org](http://www.pbcregistry.org)

Virtual Community of Practice for Trainers:  
<http://palmbeachtrainers.lefora.com>