



Palm Beach State College

**Institute of Excellence in Early Care and Education
Quality Assurance Department**

Train the Trainer: Outcomes Driven Training Goes on the Road

The training design model, Outcomes Driven Training (ODT), has been in use in Palm Beach County since the first face-to-face training class was offered in 2007. Three years later, in January of 2010, the online version of ODT debuted. Beginning in January of 2011, trainers from Palm Beach State College, Monique Wilkinson and Katie Johnson, will be going on the road to offer trainers throughout the state an opportunity to take part in a 3-day Outcomes Driven Training seminar.



Sisterhood of the Traveling Core Competencies. Monique Wilkinson and Katie Johnson travel the state delivering Outcomes Driven Training.

The ODT seminars are one component of Florida's Early Care and Education Professional Development System. The purpose of taking ODT state-wide is to increase and standardize the quality of training offered to Early Childhood Education practitioners throughout Florida, based on the Florida Core Competencies for Early Care and Education Practitioners, the Florida Trainer Competencies and Training Standards, and best practices in training design and delivery. The cadre of master trainers who will receive instruction in

ODT will be able to bring the design back to their coalition area trainers as a means of designing training that is supported by core competencies, focuses on child standards, and requires demonstration of transfer of learning. Wilkinson says, "If we can ensure that training offered to our early childhood practitioners is designed to intentionally support meaningful outcomes and

respect adult learners, we are furthering our goals of creating quality programs for children and raising the status of our field."

The ODT Facilitator Training Program (FTP) consists of a three-day online introduction, and three days of a face-to-face, "train-the-trainer," that will focus on and deepen understanding of the concepts of training for trainers. Participants will learn how to use the training manual to facilitate a face-to-face version of standard ODT.

All experienced trainers in Florida's early childhood community are encouraged to apply to be part of the trainer cadre. Scheduled training dates are:

- January 18-20 (West Palm Beach)
- February 22-24 (Marianna)
- March 15-17 (Jacksonville)
- May 17-19 (Kissimmee)
- June 7-9 (Ft. Myers)

Click on [this link](#) for more information.

Meet the New Trainer

Palm Beach State College's Institute of Excellence in Early Care and Education welcomes a new Education Coordinator, Eliana Carvalho Mukherjee. Eliana brings nearly 15 years of experience in all aspects of education to the Institute's training team. She has worked in teaching, administration, research, planning, curriculum development and teacher training. Most recently, Eliana was the Director of the American International School of Costa Rica. She also spent 5 years as an elementary school teacher in the United States. She has worked on research projects for the World Bank on school improvement and for Harvard University on early language and literacy development.



Eliana Carvalho Mukherjee

Eliana served as an Assistant Professor in the Peace Education M.A. program at the United Nations mandated University of Peace and she continues to teach there as a visiting professor. She has also worked as a consultant for UNESCO/ International Bureau of Education developing guidelines for curriculum developers and for the teacher training institution in Angola for mainstreaming cross-cutting themes.

Eliana earned her B.S. in Mass Communications from Emerson College and her Ed.M. in Administration, Planning and Social Policy from Harvard University. She is currently pursuing her Doctorate in Education at Florida Atlantic University in Curriculum, Culture, and Educational Inquiry.

**PALM BEACH STATE
COLLEGE**

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Assessment in Outcomes Driven Training

How does a trainer measure whether or not a learner has acquired the knowledge and skills that are being covered in a training? Wiggins and McTighe, who outlined Backward Design, propose five types of assessment: informal checks for understanding, observation/dialogue, quizzes and tests, academic prompts, and performance tasks.

Some of the less-structured assessments are informal checks for understanding which include questions asked orally to individuals or to the entire group during the lesson, or when participants are working on an exercise or activity.

Other types of informal assessments include observations and informal dialogues. During the



ECE Practitioner Joachim Renteria takes his new knowledge back to the classroom.

observation, a trainer looks to see if participants can do a task or skill that has been taught. In informal dialogue, trainers talk with the participants about the content and gain an understanding of whether or not they acquired the knowledge that was delivered.

Some of the more structured assessment types include quizzes and tests which provide the instructor and learners with feedback

on how well the facts and concepts are being understood and/or retained. These are simple, content-focused questions that assess for factual information using multiple choice, true/false or short-answer formats.

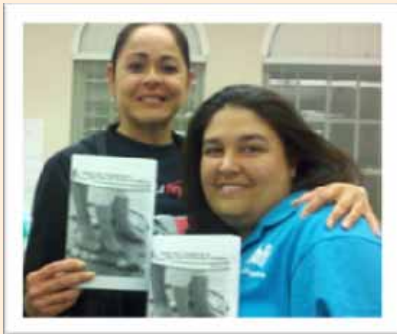
Academic prompts are open-ended questions that ask the student to think critically, not just recall information, and then to develop a response, academic prompts

have no single, best answers; they are open. This type of assessment targets higher level thinking skills and involves analysis, synthesis or evaluation.

Performance tasks and projects are said to be at the heart of learning. A performance task or project is meant to be a real-world challenge. It is having the learner apply what they learn in the "real world," outside the training room. It is an authentic test of understanding in the learners' context, and it provides evidence that the learner can apply their new knowledge.

Assessments in your trainings should reflect Workplace Outcomes which indicate what the training participants will be doing at work as a result of your training.

The New Florida Core Competencies



Practitioners in Palm Beach County get training in the new state-wide standards.

The Florida Core Competencies for Early Care and Education Practitioners are the foundation of the state's professional development system. The use of the **Core Competencies** positions the state as a leader in the national movement to ensure that quality care is accessible to all children regardless of economic or social status.

The Florida Core Competencies for Early Care and Education Practitioners is a set of knowledge and skill standards that

define what early care and education practitioners who work directly with children should know and be able to do in order to facilitate child growth and development and partner effectively with families.

The **Core Competencies** are strategic, significant, and intentional. While the **Core Competencies** have been strongly influenced by national trends, they are specifically designed and organized to meet the needs of Florida's workforce.

Who is impacted by the Florida Core Competencies?

For **practitioners**, the Core Competencies can be used as a self-assessment tool to identify specific areas for professional development and form the foundation for a career pathway.

For center **directors** and program **administrators**, the Core Competencies can be used as the basis for job descriptions, as staff evaluation instruments, as a guide for

staff professional development plans or to create incentive programs for practitioners.

For **trainers**, the Core Competencies can act as the basis for developing the content of training sessions, guide the development of assessment and evaluation instruments, and help to identify gaps in training offerings.

Training for practitioners in the use of the Florida Core Competencies was piloted in Palm Beach County last month in the Personal and Professional Development course and will be rolled out to 1,000 practitioners state-wide in an online course, beginning this February.

Download the new state-wide Florida Core Competencies from [the State of Florida Agency for Workforce Innovation website](#). The AWI website allows Trainers, Directors and Practitioners to download and print-out the entire Core Competency document, or to search the document by Core Knowledge Area and Tier.

Featured Trainer: David Wells

David Wells brings his counseling and career advising expertise to early childhood education practitioners. His focus: Personal and Professional Development.

1. What inspired you to become a trainer?

I began my counseling career training new student affairs professionals for a national student organization, 15 years ago. When I was asked to combine my experience as a Palm Beach State College Career Advisor with my training experience to help advance early childhood practitioner's professionalism, I jumped at the opportunity.

As a career advisor, I knew first hand that many practitioners would greatly benefit from a non-credit course that could build upon the guidance and support provided by the career advising program.

2. What is your background and work experience?

I have focused the majority of my career in college student development work. I have worked as a career and clinical counselor at a university, managed an academic advising department at a regional community college, and worked as a student leadership professional for a higher education non-profit organization. Recently, I taught Personal and Professional Development as an adjunct instructor before being asked to redevelop the course curriculum.

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

Administrative paperwork! Preparing for the beginning of a non-credit course requires submitting paperwork for course approval as well as paperwork that students must complete at the beginning and end of each non-credit course. Since this area of training is not my forte, I made sure to use my organizational skills to prepare an outline of all paperwork needed for completion and the dates in which they need to be



submitted. I am happy to report the fear of doing the paperwork was much greater than the actual completion of the paperwork process itself.

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

There are 3 ingredients I try to add to all my trainings and presentations. I try to insert humor to help alleviate practitioner anxiety about learning, I make sure to validate practitioners concerns regarding the course content and implementation plans, and lastly, I make sure to move around the room to directly engage each practitioner face-to-face.

5. What motivates participants to take this specific training?

Besides the opportunity to have a male trainer for a change, participants are motivated by the opportunity to dedicate some professional time for self-reflection and self-assessment on their professional success and challenges.

6. What do you think your role is as a trainer?

Engage practitioners with energy and enthusiasm for the course content.

7. What are the benefits of using the PACES and outcomes driven training?

The PACES format ensures that the training material is presented in a

thorough and organized manner, and that the learning concepts are presented clearly and reinforced throughout the session.

8. What do you see as the most important issue currently impacting early care and education?

Empowerment. Early childhood professionals want the same recognition

that other education and helping professions receive. Sometimes they feel frustrated that they must struggle for that recognition. I encourage practitioners who I teach and meet in different presentations that continuous professional development and learning, advocacy on the state and national level, and leadership in professional associations will empower them and ensure those in power to take note of the incredible importance of the work early childhood education practitioners do each day.

9. What advice would you give to new trainers?

Anticipate challenges. What distinguishes a good trainer from a great trainer is their capacity to anticipate how the student will respond to the course content and activities. By knowing your audience well, and not just your topic, you will ensure that most of the time your students will be actively engaged by the material you present. Also, don't assume that because you have taught a course many times to the same population that the course doesn't need revising. To keep yourself energized and the material fresh, periodically experiment with new activities and different examples.

Have you visited the registry lately?

Check out what's new for trainers at www.pbcregistry.org

Be sure to stay current by reading the news box on the Palm Beach County Registry home page.

Trainer approval forms, Goal and PACES forms, Registry membership forms, and more, can all be found by clicking [here](#).

See the new Spring Training Brochure--[Click here](#) to view the entire schedule



Registry Coordinator
Edwiygh Franck

of informal pathway trainings.

The revised Florida Core Competencies are now online. [Click here](#) to read them on the Palm Beach County Registry website.

Employers are now listing openings on the Registry website. The Employment opportunities are updated regularly. Check it out.

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

Recently Approved Trainings

- ◆ Blackboard Online Personal and Professional Development
- ◆ Personal and Professional Development Face-to-Face
- ◆ Social Studies in the Preschool Classroom
- ◆ Environment Rating Scale Self-Study ITERS (English and Spanish)
- ◆ Environment Rating Scale Self-Study FCCERS
- ◆ Environment Rating Scale Self-Study ECERS
- ◆ Vocabulary Makes a Difference
- ◆ Reading in VPK
- ◆ Planning for Success: ERS Self-Study

Trainer Accolades



Dr. Grace Kolbe,
F.A.C.C. Award Winner

Dr. Grace Kolbe and Darcy Russo of the Institute of Excellence in Early Care and Education recently received the **Instructional Innovation Award** from the Florida Association of Community Colleges for their work creating training "kits" to help adjunct instructors deliver consistent, reliable, high quality training to ECE practitioners. The Adjunct Training Modules are created through a collaboration between instructional designers and education coordinators who serve as the content experts. The training modules allow the Institute to deliver courses more frequently and in more locations.



Darcy Russo
F.A.C.C. Award Winner

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

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ers: <http://palmbeachtrainers.lefora.com>