



PRE-INSTITUTE - June 4, 2009: simultaneous sessions from 1:00 pm – 4:15 pm



KY Early Care & Education
**TRAINERS
INSTITUTE**
2009

Maximizing the Group's Potential – Dee Kelsey; Training Level 2

Every group has enormous potential to be creative and accomplish good work. As trainers, we need to know how to help every group maximize its potential, whether the group is like a still pond or a wildly flowing river. People participate in groups when they have something to say, trust that their input is taken seriously, feel safe in expressing their ideas or trying on new ideas and are given opportunities for participation.

In this 3-hour workshop, we'll look at ways to assess the group, get the group to be participative in ownership of the training, to use warm-up and other interactive activities that get everyone engaged and contributing, encourage participation and how to intervene at the first sign of a personal attack or other troubles. We will practice interrupting and redirecting conversations that aren't helpful to the training.

Coaching for Implementation: Key Components and Promising Practices – Pat Snyder; Training Level 3

In this session participants will be introduced to a coaching model that is being used to support practitioners' implementation of evidence-informed early learning practices. A rationale for the coaching model will be provided and key components of the model will be described. Participants will have an opportunity to review materials and discuss strategies that are being used as part of the coaching process. Implications for Kentucky early care and education trainers will be highlighted.



INSTITUTE - June 5, 2009: 8:15 am – 11:30 am, with all sessions repeating 1:00 pm – 4:15 pm

How to Engage and Motivate Participants – Dee Kelsey; Training Level 2

After this training you will be more skilled in engaging and motivating all types of participants. First, we will focus on what pre-training steps you should take to make sure your upcoming training will be a good fit for your group- questions you should ask of your group ahead of time; information to gather about your group and surveys you should conduct. Following the preparation work you should do, we will then look at what methods you can use during the training to engage people and motivate their interest and participation. There will be much practice and discussion.

Instruction into the Theory of Practice (ITIP) - Improving Your Training Curriculum Skills for Engaging ALL Participants – Karen Russell; Training Level 1

Based on learning styles and lesson design research, this interactive workshop will provide participants with methods for more effectively training adults using the ITIP Model.

ITIP is simply an acronym that stands for Instructional Theory Into Practice. ITIP lesson plans are designed to be learner-centered, to meet the needs of adult learners, to follow the learning cycle, and to address all learning styles in order to reach training goals.

The ITIP format of lesson plan design is based on the premise that the goal of training is to teach knowledge and skills to workers in order that they might be successful in the job performance. Ultimately, successful workers help organizations accomplish their mission!

More Power in Your Point: Using Microsoft PowerPoint to Enhance Presentations – Patti Singleton; Training Level 1

PowerPoint is your friend for delivering impressive presentations! Understand the advanced features you've not dared to try, but wish you knew how to use! Practice using these for creating not only effective, but Powerful presentations. Handout includes step-by-step instructions for Microsoft Office 2003, 2007 and Mac. Participants are encouraged to bring their own laptop, although laptops will be available in the session.

Making a Case: Creating Lively Discussion and Meaningful Message through Writing Case Studies for Training – Chris Kelley; Training Level 3

Adult learners bring a suitcase full of emotion and experience into the training room. Whether this suitcase is just baggage or a useful resource for professional development depends on how trainers use it. Guiding trainees through case studies of real life scenarios invites them to use emotion and experience in constructive, meaningful ways. In this session, participants will customize cases to a variety of training topics and to participant groups by writing their own simple cases. By applying basic techniques utilized in the Case Method of Instruction, trainers will facilitate their trainees' construction of knowledge.