Building Curriculum Development and Training Skills
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NC CCHC Training
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Training Objectives

- 4 characteristics of effective trainings
- 4 steps in the curriculum development process
- 4 new training techniques
Activity: Characteristics of an Effective Training

What You Already Know

- Thinking back to trainings I have attended, what characteristics made these trainings effective?
Instructional Systems Development (ISD) Process

1. Assess
2. Plan
3. Implement
4. Evaluate

Adult Learning Theory
Benefits of the ISD Process

Reduced Training Time  
Increased Achievement
Rapid Instructional Development (RID) Process

- Strategies for quickly producing instructional packages
- Alternatives, enhancements and modifications to the ISD model

**RID Tips:**
Conduct Needs Assessment

Ideal or desired state of affairs (What ought to be)

- Actual state of affairs (What is)

= Training need(s)
Step 1: Assess

- Tasks:
  - Conduct needs assessment
  - Conduct task analysis
Step 2: Plan

- Tasks:
  - Write training goals
  - Write training objectives
  - Develop evaluation strategy
  - Conduct audience analysis
  - Determine training techniques
  - Determine facilitation techniques
  - Develop trainer’s toolkit
  - Make training site arrangements
### Write Training Goals

<table>
<thead>
<tr>
<th>Who?</th>
<th>Does what?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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## Write Training Objectives

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<th>How well (criteria)?</th>
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## Write Training Objectives

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<tr>
<td>The child care caregiver/teacher</td>
<td>can accurately measure medication amount</td>
<td>given various medication measuring devices</td>
<td>100% of time</td>
<td>end of training session</td>
</tr>
</tbody>
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Step 2: Plan

Tasks:
- Write training goals
- Write training objectives
- Develop evaluation strategy
- Conduct audience analysis
- Determine training techniques
- Determine facilitation techniques
- Develop trainer’s toolkit
- Make training site arrangements
Four Levels of Evaluation

- Level 1: Reaction
  - “Smile” sheet

- Level 2: Learning
  - Pre-test/Post-test

- Level 3: Behavior/Transfer

- Level 4: Impact/Results
Four Levels of Evaluation

- All training programs should include at least Level 1 & Level 2 evaluations:
  - “Smile” sheet
  - Pre-test/Post-test
Step 2: Plan

Tasks:
- Write training goals
- Write training objectives
- Develop evaluation strategy
- Conduct audience analysis
- Determine training techniques
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- Make training site arrangements
Conduct Audience Analysis

- Collect information about target audience:
  - Age
  - Gender
  - Culture/ethnicity
  - Job experience
  - Special needs
Conduct Audience Analysis

Barsch’s Learning Style Preference Inventory

- Visual
- Auditory
- Tactile
- Kinesthetic
Step 2: Plan

Tasks:
- Write training goals
- Write training objectives
- Develop evaluation strategy
- Conduct audience analysis
- Determine training techniques
- Determine facilitation techniques
- Develop trainer’s toolkit
- Make training site arrangements
Determine Training Techniques

**Methods**
- Lecture/presentation
- Demonstration
- Discussion
- Group project
- Independent study
- Simulation
Determine Training Techniques

- Media
  - Print
  - Graphics
  - Audio
  - Video
  - Computer-based/multimedia
Determine Training Techniques

■ Activities
  ● Adaptations of common games
  ● Word puzzles

■ Materials
  ● Handouts, worksheets
  ● Job aids
Step 2: Plan

Tasks:

- Write training goals
- Write training objectives
- Develop evaluation strategy
- Conduct audience analysis
- Determine training techniques
- Determine facilitation techniques
- Develop trainer’s toolkit
- Make training site arrangements
Handling Difficult Behaviors

■ “Dear Abby”
  ● Work in small groups
  ● On worksheet, write response to assigned letter
ISD Process

1. Assess
2. Plan
3. Implement
4. Evaluate

Adult Learning Theory
Assessment: “One Minute Paper”

- In one minute, write an answer to the question:

What did I learn about curriculum development & training?
Closing: “Think, Pair, Share”

- What techniques will I try in future trainings?