



State of Connecticut Train-the-Trainer



Certificate Program 2012

Independent Project Guidelines and Templates

Spring 2012 • Fall 2012

Name: _____

Name: _____

Independent Project Description and Guidelines

The Train-the-Trainer Program requires successful completion of an work-related independent project due prior to the end of the program in October 2012.

The project entails designing and developing, at a minimum, a two-hour training session in a subject area you will conduct at your agency. If agency requirements dictate that your training session must run longer than two hours, this is permissible.

Some part of your proposed project must involve training in the classroom. Your training session can be a re-design of existing training; or training that is developed “from scratch”.

The majority of the work on the project will be completed on the job. It is recommended that you discuss and finalize the subject area/topic for your project with your immediate supervisor/manager. Your supervisor/manager will monitor your progress with the project by using the suggested deadline dates noted in chart on pages 3 & 4 of this guide. The deadline dates serve as target of when each of the steps should be completed to keep you on task in completing the class project on time.

Guidelines for 30-Minute Class Presentations

Prepare a 30-minute presentation for your Train-the-Trainer classmates.

Your presentation must include the following:

1. An **INTRODUCTION** that provides some **CONTEXT** for your classmates:
 - a. A brief description of your project and training topic
 - b. An explanation of who the target audience is
2. A brief **OPENER** to introduce your topic
3. A **PORTION** of the training you have designed and developed; this can be a “pull out” segment or some combination of segments
4. The use of at least one **TRAINING AID**
5. The use of at least two different **INSTRUCTIONAL STRATEGIES**
6. A brief **CLOSER** or review

Name: _____



Independent Project Assignments

Completed?	Project Assignment	Project Step	Module	Due Date
<input type="checkbox"/>	1. Identify a potential training need at your agency; finalize Independent Project topic.	Step 1		March 21, 2012
<input type="checkbox"/>	2. Analyze the need using existing data or other appropriate methods.	Step 2		April 17, 2012
<input type="checkbox"/>	3. Brainstorm a list of possible training solutions.	Step 3		April 17, 2012
<input type="checkbox"/>	4. Record any possible non-training solutions.	Step 3 & Step 4		April 17, 2012
<input type="checkbox"/>	5. Describe the target population of the training.	Step 5		April 17, 2012
<input type="checkbox"/>	6. Identify skills hierarchy and pre-requisites.	Step 5		May 8, 2012
<input type="checkbox"/>	7. Develop learning objectives.	Step 6a		May 8, 2012
<input type="checkbox"/>	8. Begin research to develop course content.	Step 6b		May 15, 2012
<input type="checkbox"/>	9. Prepare a draft list of course topics/content.	Step 6c		May 15, 2012
	10. Design/Develop Instruction – Identify Skills Hierarchies and Pre-requisites	Step 6d		May 15, 2012

Name: _____



Independent Project Assignments

Completed?	Project Assignment	Project Step	Module	Final Due Date
<input type="checkbox"/>	10. Design a (minimum) two hour training program to address the need. (Step 6e):	Step 6e		June 19, 2012
<input type="checkbox"/>	<ul style="list-style-type: none"> ▪ Complete research and development of course content, incorporating adult learning principles ▪ Align course content to needs analysis and course objectives. ▪ Determine instructional strategies and prepare a course outline (using template). ▪ SME's and customers review course design. 	Step 6b		June 19, 2012
<input type="checkbox"/>		Step 6e		
<input type="checkbox"/>		Step 6e		
<input type="checkbox"/>		Step 6f		
<input type="checkbox"/>	11. Develop training materials, including an instructor guide, participants' handouts, and a PowerPoint presentation, if it is appropriate for the two-hour training program.	Step 6g		September 12, 2012
<input type="checkbox"/>	12. Draft an evaluation method that includes a Level 1 Reaction Sheet and a Level 2 pre-and-post test.	Step 6h		September 12, 2012
<input type="checkbox"/>	13. Present, in class, a 30-minute module from the training you have developed; and include at least one training aid and two instructional methods as well as an opener and a closer.	Step 6i & Step 7		October 2, 3, 10, 2012
<input type="checkbox"/>	14. Prepare a plan for improving your training, based on feedback you receive in class.	Step 8 & For Graduation Ceremony		October 19, 2012
<input type="checkbox"/>	15. Submit final version of Program Project document.			October 26, 2012



Step 1: A Need is Identified

Identify **one** potential training need at your agency. For example, is there a performance deficiency or are one or more employees not doing what they should be doing? Has someone at your agency decided that there is a problem that requires training? Note: Keep the scope of this project narrow and manageable.

Clearly and succinctly record the **one** training need you have identified.

How was this need identified?

Step 2: Analyze Need



As available, obtain any existing needs analysis data.

Use the appropriate methods and strategies of analyzing needs listed on the Needs Assessment Strategies Handout from Module 3 (e.g., Observation, Interview, Questionnaire, Tests, Group Problem Analysis, Job Analysis and Performance Review, Records and Report Study and Task Analysis).

Record what existing data was used.

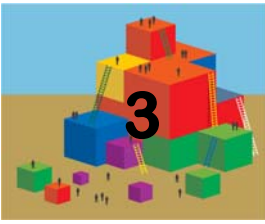
Did you use any needs assessment methods to collect data?

Yes

No

If yes, list what method(s) was/were used.

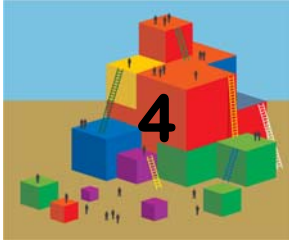
Describe what the data indicated.



Step 3: Select Solutions

Brainstorm a list of possible training solutions.

Brainstorm a list of possible non-training solutions.



Step 4: Design/Develop Non-Training Solutions

If appropriate, determine if any of the possible non-training solutions are feasible and should be considered. For this Project, keep in mind there must be a training solution. This step (non-training solutions) might need to be pursued outside the parameters of this Project.

Record any possible non-training solutions that may be feasible to consider.

Who at your agency could you share these ideas with?

Name: _____



Step 5: Describe Target Population

Identify and describe the target population for your training.

Characteristic	Description and Comments (Where possible, note percentages)
Agency	
Division(s)	
Unit(s)	
Job Titles	
Age Range/ Generational Differences	
Gender	
Race	

Name: _____



Step 5: Describe Target Population

Identify and describe the target population for your training.

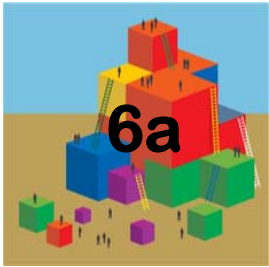
Characteristic	Description and Comments (Where possible, note percentages)
Disabilities	
Language/Limited English Proficiencies	
Educational Level(s)	
Expertise Level(s)	
Potential Group Size (Total number & class size)	
Any information on Learning Styles	
Union Issues?	



Step 5: Target Population: Summary of Your Analysis

Worksheet for Module 4: Bring to class with approximate percentages filled in.

Characteristic	%		Characteristic	%
<i>Gender</i>			<i>Age</i>	
Male			Under 30	
Female			30 – 40	
			40 – 50	
<i>Job Title</i>			50 – 60	
Managers			Over 60	
Professionals				
Clericals			<i>Years Employed</i>	
Technical			Under 5 years	
Maintenance			5 – 10 years	
Other			10 – 15 years	
			15 – 20 years	
<i>Education</i>			20 – 25 years	
High School			Over 25 years	
Bachelors				
Masters			<i>Expertise Level</i>	
Doctorate			Beginner	
Other			Intermediate	
			Advanced	
<i>Group Size</i>				
Total Trainees			<i>Union Issues</i>	
Class Size				



Step 6a: Derive Outcomes (Learning Objectives)

Write learning objectives for the training need you have identified. First, identify the learning domain. Next, identify the performance; then the condition; and then the standard/criteria. Finally, take these components and write a complete learning objective.

Number	Domain (Check all that apply)	Performance What will learners be able to do?	Condition(s) Under what conditions will the "doing" occur?	Standard/Criteria How well must learners perform?	Learning Objective
Example	<input checked="" type="checkbox"/> Cognitive <input type="checkbox"/> Affective <input type="checkbox"/> Psychomotor	Write a course learning objective	Learners will have the use of Bloom's Taxonomy as a tool to aid them in writing objectives	Learners must identify what the trainee is expected to do, under what conditions the performance is expected to occur, and the level of acceptable performance or competence that must be achieved.	With the aid of Bloom's taxonomy, write a course learning objective that identifies what the learner is expected to do, under what conditions the performance is expected to occur, and the level of acceptable performance or competence that must be achieved.
1	<input type="checkbox"/> Cognitive <input type="checkbox"/> Affective <input type="checkbox"/> Psychomotor				
2	<input type="checkbox"/> Cognitive <input type="checkbox"/> Affective <input type="checkbox"/> Psychomotor				
3	<input type="checkbox"/> Cognitive <input type="checkbox"/> Affective <input type="checkbox"/> Psychomotor				

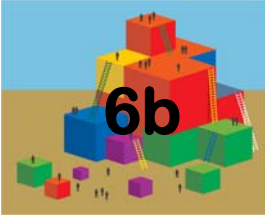
Name: _____

Step 6a: Derive Outcomes (Learning Objectives)

continued

Number	Domain (Check all that apply)	Performance What will learners be able to do?	Condition(s) Under what conditions will the "doing" occur?	Standard/Criteria How well must learners perform?	Learning Objective
4	<input type="checkbox"/> <i>Cognitive</i> <input type="checkbox"/> <i>Affective</i> <input type="checkbox"/> <i>Psychomotor</i>				
5	<input type="checkbox"/> <i>Cognitive</i> <input type="checkbox"/> <i>Affective</i> <input type="checkbox"/> <i>Psychomotor</i>				
6	<input type="checkbox"/> <i>Cognitive</i> <input type="checkbox"/> <i>Affective</i> <input type="checkbox"/> <i>Psychomotor</i>				
7	<input type="checkbox"/> <i>Cognitive</i> <input type="checkbox"/> <i>Affective</i> <input type="checkbox"/> <i>Psychomotor</i>				
8	<input type="checkbox"/> <i>Cognitive</i> <input type="checkbox"/> <i>Affective</i> <input type="checkbox"/> <i>Psychomotor</i>				
9	<input type="checkbox"/> <i>Cognitive</i> <input type="checkbox"/> <i>Affective</i> <input type="checkbox"/> <i>Psychomotor</i>				
10	<input type="checkbox"/> <i>Cognitive</i> <input type="checkbox"/> <i>Affective</i> <input type="checkbox"/> <i>Psychomotor</i>				

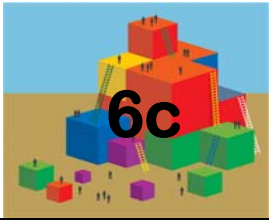
Name: _____



Step 6b: Design/Develop Instruction – Research and Gather Possible Course Content

Provide a list of resources used; site sources (e.g., websites, books, etc.), identify Subject Matter Experts (SMEs) you contact, etc.
(Note: Content and Resource Materials will be matched in Step 6c – see Chart on next page.)

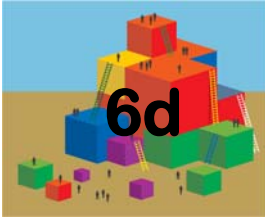
Name: _____



Step 6c: Design/Develop Instruction – Align Course Content to Needs Analysis

Sort through possible course content to match with needs analysis and learning objectives that were drafted in Step 6a.

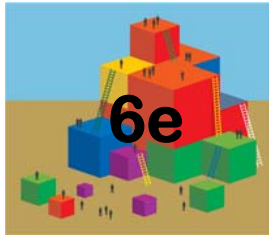
Content	Resource Materials	Need / Learning Objective	Use? (Yes/No/Maybe)



Step 6d: Design/Develop Instruction – Identify Skills Hierarchies and Pre-requisites

If appropriate, identify skills hierarchy and any course pre-requisites.

Name: _____

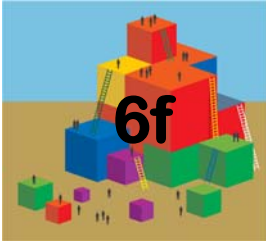


**Step 6e: Design/Develop Instruction –
Determine Instructional Strategies and Prepare High Level Course Outline**
Brainstorm possible instructional strategies and prepare a high level course outline (use sample template below).

Title:

Day:

DAY __ Content	Learning Objectives	Instructional Methods	Duration (Minutes)	Who



**Step 6f: Design/Develop Instruction –
Subject Matter Experts (SME’s) and Customers
Review Design**

Share high level course design document with any appropriate Subject Matter Experts and/or TtT Mentor.

Name of Subject Matter Experts/Mentor	Date Design Reviewed	Comments and Recommendations



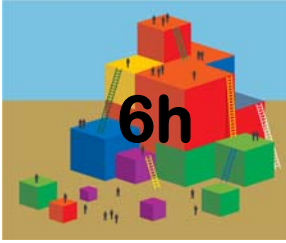
Step 6g: Design/Develop Instruction – Develop Content and Write Training Materials

Develop course content and write training materials, including instructor guide; participant handouts; and PowerPoint Presentation (if appropriate). Incorporate adult learning principles into your design.

*In a separate document, prepare a detailed Instructor's Guide. An example of an electronic version, using PowerPoint (notes pages view), is available for your use. **Feel free to modify this document to meet your needs.** Be sure, however, to include the components listed in the Checklist below.*

Instructor Guide Checklist

	INSTRUCTOR GUIDE COMPONENT
<input type="checkbox"/>	Title Page with the following information: <ul style="list-style-type: none"> • State of Connecticut Train-the-Trainer Certificate Program 2012 • Instructor Guide: Title of Training Program • Names of Course Developer / Name of Course Instructor • Revision Date (as appropriate)
<input type="checkbox"/>	Table of Contents
<input type="checkbox"/>	Learning Objectives (performance, conditions, standards/criteria)
<input type="checkbox"/>	Course Outline (Content, Learning Objectives, Instructional Methods, Duration, Who)
<input type="checkbox"/>	A list of all necessary supplies, equipment, and training materials needed to conduct the training, including a master list of all participant handouts; and which handouts should be distributed separately, if any.
<input type="checkbox"/>	PowerPoint Slides: With suggested slide-by-slide discussion/lecture points in the Notes Page View
<input type="checkbox"/>	Copyright Notice in the footers of your materials
<input type="checkbox"/>	Bibliography that includes your source information
<input type="checkbox"/>	Appendix: A copy of all participant handouts and other training materials



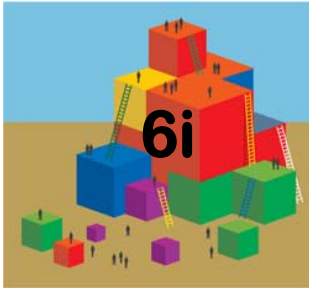
**Step 6h: Design/Develop Instruction –
Develop Evaluation Instrument or Methods**

Develop draft evaluation method(s). The evaluation method(s) must include a Level 1 (Reaction Sheet) and Level 2 (Pre and Post Test).

Attach draft evaluation documents.

The evaluation method(s) must include a Level 1 (Reaction Sheet) and Level 2 (Pre and post Test).

Name: _____



Step 6i: Design/Develop Instruction – Conduct Pilot Course

Select a portion of the training program you have developed and prepare a 30 minute presentation for your Train-the-Trainer classmates. Your presentation should include the following:

1. An INTRODUCTION that provides some CONTEXT for your classmates: A brief description of your project and training topic; and an explanation of who the audience is
2. A brief OPENER to introduce your topic
3. A PORTION of the training you have designed and developed; this can be a “pull out” segment or some combination of segments
4. The use of at least one TRAINING AID
5. The use of at least two different INSTRUCTIONAL STRATEGIES
6. A brief CLOSER or review

Record what you will be doing during the presentation for each of these requirements using the table below. If more than one training aid or two different instructional strategies are being used, add additional rows to this table.

Opener	
Training Aid(s)	
Instructional Strategy (1)	
Instructional Strategy (2)	
Closer	

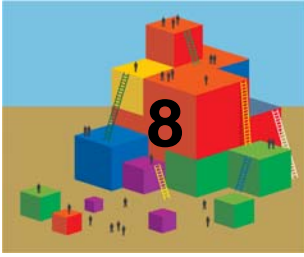
Name: _____



Step 7: Instruction Delivered

Thirty (30) minute presentations to your classmates and class instructors are scheduled for October 2, 3, and 10, 2012.

Name: _____



Step 8: Monitor/Improve

Based on feedback about your 30-minute TtT presentation, prepare a plan addressing how you will monitor and improve your instruction/training program.

Describe the feedback from your TtT classmates and instructors regarding your 30 minute presentation.

Document your Plan for monitoring and improving your instruction/training program.



Name: _____

For Graduation Ceremony

Please provide us with a few words that can be read aloud at the graduation ceremony!

- *Reflect upon your total Train-the-Trainer experience. What has the Program meant to you? How has having participated in this Program impacted your professional development?*
- *A brief, informative description of your independent project.*