

Training for Trainers Substitution Request

FOR USE WITH THE GEORGIA TRAINER DESIGNATION APPLICATION



If you have not taken the state-approved Training for Trainers (TFT) course(s) required for your Trainer Designation, you may use this form to request to substitute other trainings you have taken to meet the TFT requirement. **Substitutions must be documented as meeting the clock hour and content requirements for each required TFT listed below.** It typically takes several trainings to meet the content requirements when substituting for a TFT.

For each substitution you submit toward meeting the TFT requirement, you must submit a certificate of completion or transcript along with an agenda, syllabus or other document indicating the specific content of the course.

Applicant's Name:

Designation Applied For:

Trainer I Trainer II Trainer III

For each required TFT, check the boxes for content instruction you have received and list the trainings in which you received that content. Submit documentation for each training listed. More than one training may be listed for each checkbox.

| Training for Trainers I - 40 clock hours | | Required for Trainer I, II, and III |
|--|--|-------------------------------------|
| Overview of adult learning development & theory Professionalism & ethics Competencies, self-evaluation of knowledge & skills, strengths, & values Presentation styles, methods & techniques | Identifying, writing, & developing training to support learning objectives Effective communication (verbal, nonverbal, formal, informal, etc.) Evaluation of learning experiences (including needs assessments) Developing & sustaining a positive learning environment | |
| Title of TFT Substitution | Hours | |
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| Training for Trainers II - 20 clock hours | | Required for Trainer II and III |
|--|--|---------------------------------|
| Review/summary of adult learning theory Breaking material/concepts into constituent parts & determining how the parts relate one another & an overall structure or purpose Understanding & using different training approaches such as a constructivist or active learning | Self-directed learning, encouraging & motivating professionals Understanding the difference between Beginning, Intermediate, & Advanced competency indicators & how training should be structured for these levels Using peer & self-evaluation techniques to improve & refine practices Professional responsibility & ethics | |
| Title of TFT Substitution | Hours | |
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| Training for Trainers III - 20 clock hours | | Required for Trainer III |
|---|--|--------------------------|
| Putting elements together to form a coherent or functional whole Making judgments based on criteria & standards Team building & collaboration | Professional responsibility & ethics Leadership | Advocacy Mentoring |
| Title of TFT Substitution | Hours | |
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Training for Trainers (TFT)

Those applying for a Trainer I, II, or III designation must meet the Training for Trainers requirement. Training for Trainers courses and substitutions should cover different content addressing the needs of beginning, intermediate, and advanced level learners. The TFT requirements for each designation are as follows:

- **Trainer I:** State-approved TFT I **OR** content substitution(s) (see below)
- **Trainer II:** State-approved TFT I and TFT II **OR** content substitution(s) (see below)
- **Trainer III:** State-approved TFT I, TFT II, and TFT III **OR** content substitution(s) (see below)

You may search for state-approved Training for Trainers courses at www.training.decal.ga.gov by clicking “Find Training.”

TFT Content Substitutions

While there are some Training for Trainers courses that are specific state-approved trainings, you may substitute other trainings you have taken to meet the TFT requirement as long as the hours and content can be documented as meeting the requirements for the TFT. **The content requirements for each TFT course are listed below.** It typically takes several trainings to meet the content requirements when substituting for a TFT.

You may also substitute college-level credit courses *that you have taught*. If you have taught a college-level credit course, this is typically all you will need to meet the TFT requirements. Each course taught may be substituted for one TFT.

For each substitution you submit toward meeting the TFT requirement, you must submit a certificate of completion or transcript along with an agenda, syllabus or other document indicating the specific content of the course. If you are substituting college-level credit courses you have taught, you must submit documentation indicating the title of the course, the college at which it was taught, the semester/quarter it was taught, and the credit hours awarded.

| Training for Trainers I Content: | | |
|---|---|--|
| <ul style="list-style-type: none"> • Overview of adult learning development and theory • Competencies, self-evaluation of knowledge and skills, strengths, and values • Presentation styles, methods and techniques | <ul style="list-style-type: none"> • Professionalism and ethics • Identifying, writing and developing training to support learning objectives • Effective communication (verbal, nonverbal, formal, informal, etc.) | <ul style="list-style-type: none"> • Evaluation of learning experiences (including needs assessments) • Developing and sustaining a positive learning environment |
| Training for Trainers II Content: | | |
| <ul style="list-style-type: none"> • Review/summary of adult learning theory • Breaking material/concepts into constituent parts and determining how the parts relate one another and an overall structure or purpose • Self-directed learning, encouraging and motivating professionals | <ul style="list-style-type: none"> • Professional responsibility and ethics • Understanding the difference between Beginning, Intermediate, and Advanced competence indicators and how training should be structured for these levels | <ul style="list-style-type: none"> • Understanding and using different training approaches such as a constructivist or active learning • Using peer and self-evaluation techniques to improve and refine practices |
| Training for Trainers III Content: | | |
| <ul style="list-style-type: none"> • Putting elements together to form a coherent or functional whole • Team building and collaboration | <ul style="list-style-type: none"> • Making judgments based on criteria and standards • Professional responsibility and ethics | <ul style="list-style-type: none"> • Leadership • Advocacy • Mentoring |