



# Trainer Orientation



# Overview

This orientation provides information to current and potential trainers of early care and education professionals regarding trainer and training approval in Georgia.

After completing this orientation, you will be better able to complete the approval process and communicate to others the importance of professional development for early care and education professionals.

# Required

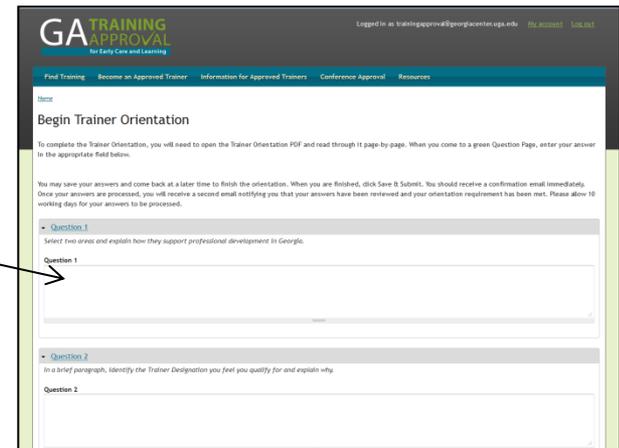
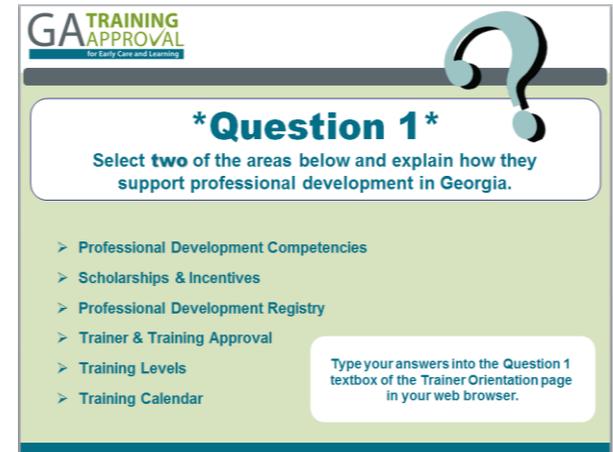
This orientation is required for **every individual** applying to become a state-approved trainer.

Completion of this session satisfies the Trainer Orientation requirement of the Trainer Designation Application.

# Instructions

To meet the requirement of having completed the Trainer Orientation, you will need to answer questions that appear periodically throughout this presentation. A “Question Page” that requires your answer will have a light green background and look like the image to the right of this text:

You should still have the Trainer Orientation webpage open in your browser. When you come across a Question Page, type your answers into the appropriate section of the Trainer Orientation webpage.



## Quality training is important because...

- Education and preparation are central to quality early childhood programs.
- Training contributes to fostering higher skills for teachers of young children.
- Professional development is linked to the retention of employees.



# Child Care in Georgia

- The Child Care Services division of Bright from the Start is responsible for licensing or registering child care learning centers, family child care homes, informal care providers, and group day care homes.
- Bright from the Start requires **10 clock hours** of training annually.
- Bright from the Start and other state agencies provide some training; however, much of the training is provided by community-based trainers.



## What do we have in **Georgia** to support professional development?

- Professional Development Competencies
- Scholarships & Incentives
- Professional Development Registry
- Trainer & Training Approval
- Training Levels
- Training Calendar



**On the following pages, we'll discuss each of these components one-by-one.**

➤ Professional Development Competencies

➤ Scholarships & Incentives

➤ Professional Development Registry

➤ Trainer & Training Approval

➤ Training Levels

➤ Training Calendar

# Professional Development Competencies

Professional Development Competencies describe the knowledge and skills necessary for early care and education professionals working in a variety of settings (child care centers, preschools, pre-kindergarten programs, family child care and group homes, school-age care programs, etc.).

In Georgia, we use Professional Development Competencies to provide a framework for individual professional growth and guidelines for training and professional development programs to meet the needs of those who work with children.

## Professional Development Competencies

Early Care and Education Professional, School-Age Care Professional, Program Administrator, Trainer, and Technical Assistance Provider

### Early Care and Education Professional Competency Goals (ECE)

ECE-1	To understand and demonstrate the principles of child growth and development.
ECE-2	To establish and maintain a safe, healthy learning environment.
ECE-3	To advance physical and intellectual competence.
ECE-4	To support social and emotional development and provide positive guidance.
ECE-5	To establish positive and productive relationships with families.
ECE-6	To ensure a well-run, purposeful program responsive to each individual child's needs.
ECE-7	To maintain a commitment to professionalism.

### School-Age Care Professional Competency Goals (SAC)

SAC-1	To understand the development of school-age children: Early School-Age (5-6); Middle School-Age (7-9), and Early Adolescence (10 and older).
SAC-2	To establish a safe, healthy environment and promote wellness.
SAC-3	To advance physical and intellectual competence and enhance recreational activity.
SAC-4	To support social and emotional development and provide positive guidance.
SAC-5	To establish positive and productive relationships with families.
SAC-6	To ensure a well-run, purposeful program responsive to the needs of each individual child.
SAC-7	To maintain a commitment to professionalism.

### Program Administrator of Early Care and Education and School-Age Care Programs Competency Goals (ADM)

ADM-1	To develop and maintain an effective organization.
ADM-2	To plan and implement administrative systems that provide effective education and support programs.
ADM-3	To market the program to parents and the community.
ADM-4	To administer effectively a program of personnel management and staff development.
ADM-5	To maintain and develop the facility and equipment.
ADM-6	To possess legal knowledge necessary for effective management.
ADM-7	To foster good community relations and to influence child-care policy that affects the program.
ADM-8	To practice responsible financial management.
ADM-9	To maintain a commitment to ongoing personal/professional growth and development.

### Trainer of Early Care and Education, School-Age Care, and Administrator Competency Categories (TRN)

\* Indicators are listed for the following categories in the Trainer Competencies section of this publication.

TRN-1	Professionalism and Ethics
TRN-2	Instructional Design and Development
TRN-3	Knowledge of Content
TRN-4	Presentation Skills
TRN-5	Quality Assurance

### Provider of Technical Assistance for Early Care and Education and School-Age Care Programs (TAP)

\* Indicators are listed for the following categories in the Technical Assistance Provider Roles and Competencies section of this publication.

TAP-1	Partner
TAP-2	Needs Assessor
TAP-3	Facilitator of Change
TAP-4	Joint Problem Solver
TAP-5	Trainer/Educator
TAP-6	Information Specialist
TAP-7	Caseload Manager

➤ Professional Development Competencies

➤ Scholarships & Incentives

➤ Professional Development Registry

➤ Trainer & Training Approval

➤ Training Levels

➤ Training Calendar

# Professional Development Competencies

Competency goals are divided into the following categories:

## Early Care and Education (ECE)

For professionals who work with children from birth through age five

*Example of an ECE competency goal:*

*ECE-2 To establish and maintain a safe, healthy learning environment.*

## School-Age Care (SAC)

For professionals who work in after-school programs with school-age children

## Administration (ADM)

For administrators and directors of ECE programs

## Trainers (TRN)

For trainers of early care and education professionals

## Technical Assistance (TAP)

For those who provide technical assistance to early care and education and school-age care professionals

To see all competency goals and indicators, visit the Resources page at [www.training.dec.state.ga.us](http://www.training.dec.state.ga.us).

➤ Professional Development Competencies

➤ **Scholarships & Incentives**

➤ Professional Development Registry

➤ Trainer & Training Approval

➤ Training Levels

➤ Training Calendar

## Scholarships & Incentives

Embarking on a program of higher education is exciting and fulfilling. The **SCHOLARSHIPS & INCENTIVES** programs help with the extra support that enables many employed in early care and education to develop and follow a career path. In addition to financial aid, **SCHOLARSHIPS** provides career advisement and helps participants explore their options for earning a credential or degree. **INCENTIVES** rewards employment stability by increasing the annual income of qualified participants while encouraging education advancement.

For information about eligibility for SCHOLARSHIPS or INCENTIVES, go to [www.caresolutions.com](http://www.caresolutions.com) or call (770) 642-6722 or (800) 227-3410.

➤ Professional Development Competencies

➤ Scholarships & Incentives

➤ Professional Development Registry

➤ Trainer & Training Approval

➤ Training Levels

➤ Training Calendar

# Professional Development Registry

From the *National Registry Alliance*:

Registries are tools of the early childhood and school-age/ after-school profession and can be used to:

- Collect data
- Bring recognition and professionalism to the field
- Inform policymakers about the workforce

[www.registryalliance.org](http://www.registryalliance.org)

To visit the Georgia Professional Development Registry, go to:  
<https://pdr.dec.state.ga.us/>

➤ Professional Development Competencies

➤ Scholarships & Incentives

➤ Professional Development Registry

➤ **Trainer & Training Approval**

➤ Training Levels

➤ Training Calendar

## **Trainer & Training Approval**

Georgia Training Approval was developed as the result of strategic planning for a comprehensive professional development system.

Since 1995, a training approval system has been an important part of a developing infrastructure in Georgia for the professional development of child care providers.

**Georgia Training Approval works to support professional development by striving to ensure that state-approved training meets high quality standards.**

➤ Professional Development Competencies

➤ Scholarships & Incentives

➤ Professional Development Registry

➤ **Trainer & Training Approval**

➤ Training Levels

➤ Training Calendar

# Trainer & Training Approval

Before an individual may provide training approved for licensing credit, he or she must go through the **two-step approval process**:

## 1. TRAINER DESIGNATION (Trainer Approval)

The individual applies and is approved for one of the following designations: **Specialty Trainer, Trainer I, Trainer II, Trainer III**. Each designation has minimum qualifications to reflect levels of experience and education.

## 2. TRAINING APPROVAL

Once approved with a designation, the trainer develops training courses and submits each one for approval. Each training application must meet minimum standards for content and training methods.

- Professional Development Competencies
- Scholarships & Incentives
- Professional Development Registry
- **Trainer & Training Approval**
- Training Levels
- Training Calendar

## Trainer & Training Approval

State-approved trainers who wish to provide the following types of trainings must meet *additional* requirements (details at [www.training.dec.state.ga.us](http://www.training.dec.state.ga.us)):

### State-Approved CDA Training

To provide training specific to the requirements for the CDA credential, you must first be approved as a Trainer I, II, or III, then approved as a 'CDA Trainer', and then submit a training approval application for your CDA training. CDA training is not required to be state-approved in order to count toward the CDA credential; however, having your CDA training be state-approved is an option if you wish to list the training in the Training Calendar or have it count for licensing credit.

### 40 Hour Director Training

To provide the 40 Hour Director Training to meet the Bright from the Start requirements for child care learning center program directors, you must first be approved as a Trainer I, II, or III, then approved as a 'Director Trainer', and then submit a training approval application for the 40 Hour Director Training.

You must be a state-approved trainer before you may apply to be a CDA or Director trainer.

- Professional Development Competencies
- Scholarships & Incentives
- Professional Development Registry
- Trainer & Training Approval
- **Training Levels**
- Training Calendar

## Training Levels

State-approved trainings are categorized as appropriate for **beginning**, **intermediate**, and **advanced** level audiences. Early care and education professionals in Georgia can look for training and other professional development opportunities tailored to their individual needs by knowing which level of training would be appropriate for them.

The Professional Development Competencies (discussed earlier in this presentation) provide indicators for **beginning**, **intermediate**, and **advanced** level competence in the areas of Early Care and Education (ECE), School-Age Care (SAC), and Administration (ADM).

➤ Professional Development Competencies

➤ Scholarships & Incentives

➤ Professional Development Registry

➤ Trainer & Training Approval

➤ **Training Levels**

➤ Training Calendar

## **Training Levels**

### **Beginning, Intermediate, and Advanced**

**Beginning** level training is most appropriate for entry-level professionals or, in some cases, professionals who are further along in their careers but are exposed to new information or need a refresher. Beginning level training covers a basic understanding and demonstration of developing skills within the competency areas.

➤ Professional Development Competencies

➤ Scholarships & Incentives

➤ Professional Development Registry

➤ Trainer & Training Approval

➤ **Training Levels**

➤ Training Calendar

# Training Levels

## Beginning, Intermediate, and Advanced

**Intermediate** level training is most appropriate for professionals who have had a few years of experience and some training, formal education, and/or credentials. Intermediate level training includes expanding knowledge and application and refining skills.

➤ Professional Development Competencies

➤ Scholarships & Incentives

➤ Professional Development Registry

➤ Trainer & Training Approval

➤ **Training Levels**

➤ Training Calendar

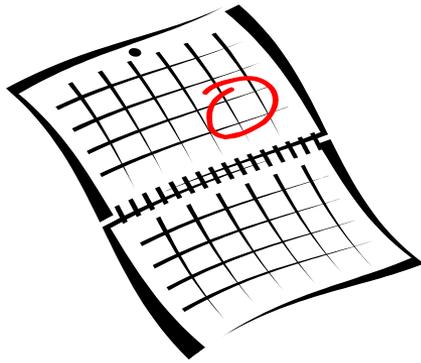
# Training Levels

## Beginning, Intermediate, and Advanced

**Advanced** level training is most appropriate for professionals who have had some formal education in the early care and education field. Advanced level training is most often for professionals in leadership or mentor roles as lead teachers, directors, administrators, etc. Advanced level training focuses on a more thorough knowledge and understanding of developmentally appropriate practice.

- Professional Development Competencies
- Scholarships & Incentives
- Professional Development Registry
- Trainer & Training Approval
- Training Levels
- **Training Calendar**

## Training Calendar



A calendar listing state-approved training is available at [www.training.decal.ga.gov](http://www.training.decal.ga.gov) for anyone to view.

State-approved trainers can access the calendar to list their upcoming scheduled trainings.

### The training calendar lists the following types of training:

#### **Clock Hour Training**

(counts toward child care licensing requirements)

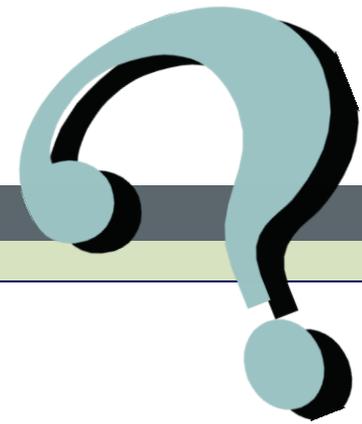
#### **CDA Training**

#### **Training for Trainers courses**

(required for all state-approved trainers)

#### **40 Hour Director Training**

(required for all center directors)



## **\*Question 1\***

Select **two** of the areas below and explain how they support professional development in Georgia.

- Professional Development Competencies
- Scholarships & Incentives
- Professional Development Registry
- Trainer & Training Approval
- Training Levels
- Training Calendar

Type your answers into the Question 1 textbox of the Trainer Orientation page in your web browser.

# Becoming a Georgia Approved Trainer

## How do I apply to become a state-approved trainer?

1. Review the **Trainer Designations** and their minimum qualifications on the following pages. Select the designation for which you qualify.
2. Go to [www.training.decal.ga.gov](http://www.training.decal.ga.gov) and click the **Become an Approved Trainer** link at the top of the page to access additional information and the Trainer Designation Application.
3. Complete the Trainer Designation Application, and submit documentation verifying that you meet the following requirements (*more info on following pages*):
  - **Education**
  - **Training for Trainers**
  - **Experience**
  - **Professional Development**

# Trainer Designations

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The following Trainer Designations are designed to recognize the professional growth and achievement of trainers:

## Specialty Trainer

**Trainer I**

**Trainer II**

**Trainer III**

**You will apply for only one designation.**

The qualifications and requirements for each designation are outlined in the matrix on the following page.

# Trainer Designation Requirements

Definitions for bold terms provided on following pages

← Designations →

	<b>Specialty Trainer</b>	<b>Trainer I</b>	<b>Trainer II</b>	<b>Trainer III</b>
<b>Basic Requirements</b>	1. Trainer Orientation 2. Two professional letters of recommendation	1. Trainer Orientation 2. Two professional letters of recommendation	1. Trainer Orientation 2. Two professional letters of recommendation	1. Trainer Orientation 2. Two professional letters of recommendation
<b>Education</b>	1. Bachelor's degree* with a major/minor consistent with the specialty area - or - 2. Bachelor's degree* (any field) and a professional license or credential relevant to specialty area	1. Bachelor's degree* in Early Childhood Education or Child Development - or - 2. Bachelor's degree* with 225 clock hours of <b>ECE/CD-related coursework</b>	1. Bachelor's degree* in Early Childhood Education or Child Development - or - 2. Bachelor's degree* with 225 clock hours of <b>ECE/CD-related coursework</b>	1. Graduate degree* in Early Childhood Education or Child Development - or - 2. Graduate degree* with 225 clock hours of graduate-level <b>ECE/CD-related coursework</b>
<b>Adult Learning</b>	40 hours of <b>adult learning</b>	N/A	N/A	N/A
<b>Training for Trainers (TFT)</b>	N/A	<b>Training for Trainers I</b> , 40 hours	1. <b>Training for Trainers I</b> , 40 hours - and - 2. <b>TFT II</b> , 20 hours	1. <b>Training for Trainers I</b> , 40 hours - and - 2. <b>TFT II</b> , 20 hours - and - 3. <b>TFT III</b> , 20 hours
<b>Experience</b>	3 years of experience relevant to specialty area	3 years of <b>early care and education experience</b>	3 years of <b>early care and education experience</b>	3 years of <b>early care and education experience</b>
<b>Professional Development</b>	N/A	N/A	Provided <b>professional development</b> for adults for at least 30 hours	Provided <b>professional development</b> for adults for at least 50 hours
<b>Permitted Training Levels</b>	Approved specialty area, beginning level only	1. Beginning level 2. Intermediate level (with having completed TFT II)	1. Beginning level 2. Intermediate level 3. Advanced level (with having completed TFT III)	1. Beginning level 2. Intermediate level 3. Advanced level

\*Degree must be from an institution accredited by a CHEA or USDE recognized agency

# DEFINITIONS

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## Specialty Trainer

The Specialty Trainer option is available for professionals who do not meet the requirements for Trainer I, II, or III but may have qualifications to train in one of the specialty areas listed below. You must have a minimum of a Bachelor's degree with **EITHER** 1) a major/minor in a field related to the area that you are training as a specialty **OR** 2) a license or credential in the specialty area. Approval for Specialty Areas is available in the following content areas: **Health and Safety; Special Needs/Inclusion; Social Work, Mental Health, and Family Services; Foods and Nutrition; Administrative Management of Programs;** and others as determined appropriate.

## ECE/CD-Related Coursework

Degrees outside of Early Childhood Education or Child Development must include at least 15 semester hours or 25 quarter hours in early childhood education or child development related coursework. (Documentation of a total of at least 225 clock hours focused on child development content, i.e., CDA training, curriculum training of more than 15 hour segments, etc. can be substituted for some or all of the 15 semester or 25 quarter hours of related coursework.) ***Trainer III may only use graduate-level coursework.***

## Institution Accredited by a CHEA or USDE Recognized Agency

Degrees are accepted from institutions which are accredited by agencies recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (USDE). Accredited institutions and their accrediting agencies can be found at [www.ope.ed.gov/accreditation/Search.aspx](http://www.ope.ed.gov/accreditation/Search.aspx). A list of agencies recognized by CHEA or USDE can be found at [www.chea.org](http://www.chea.org) under "Recognition" and "CHEA and USDE Recognized Accreditors."

## Adult Learning

The adult learning requirement refers to training you have *received* in how *adults* learn and process information. Transcripts or documentation of other professional development training may be used to meet this requirement.

**Continued →**

# DEFINITIONS, cont'd

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## Training for Trainers I, II, III

This requirement may be met with state-approved Training for Trainers courses, or you may substitute other courses or trainings to meet this requirement as long as they meet specific content requirements. The content requirements can be found in the document titled “TFT Substitution Request Form,” which can be found by clicking “Resources” in the top menu bar at [www.training.decal.ga.gov](http://www.training.decal.ga.gov).

## Early Care and Education Experience

A total of three years of experience as reported on a résumé must be supervised, may be paid or unpaid, and must involve children or programs serving young children from birth through age five. Experience counts as either (1) **Direct** only or (2) a combination of **Direct** and **Indirect**. Indirect only experience will not sufficiently meet the experience requirement.

**Direct Experience:** If using a combination of direct and indirect experience, **at least one year (12 months)** in either of the direct experience options below must be included:

- Experience working directly with groups of young children from birth through age five
- Director of a center or family day care home (*Involves working on-site directly with children and adults in a child care setting on a day-to-day basis*)

**Indirect Experience:** May be used only in combination with at least one year of direct experience. Indirect experience includes:

- Experience as a technical assistance provider from a state or federally approved project to provide technical assistance as:
  - Inclusion coordinator or education coordinator
  - Conducted observations/assessments using nationally recognized instruments (*Applicant must have received training on instruments utilized*)
  - Other TA experience to be reviewed by Georgia Training Approval
- Experience teaching High School/College/University level early childhood or child development specific course

## Professional Development

Providing professional development to adults in the early childhood / child development field can include experience in supervisory roles, or as a trainer, co-trainer or part of a team approach to training, apprentice trainer, technical assistance provider, career advisor, or consultant. This experience should be documented on a current résumé.

# Trainer Designation Application

## What documentation do I submit with my application?

A detailed description of the requirements for becoming a trainer and the documentation you will need to submit in order to meet these requirements is available on the Georgia Training Approval website at [www.training.decal.ga.gov](http://www.training.decal.ga.gov). In the top menu, click 'Become an Approved Trainer' and select 'Trainer Designation Requirements'.

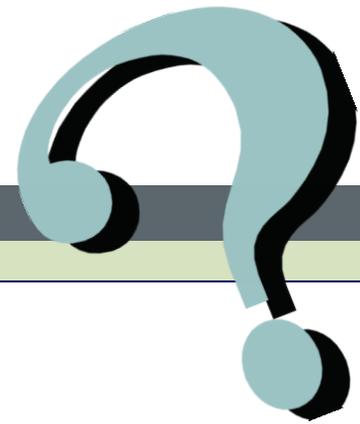
Required documentation will include transcripts, training certificates, letters of recommendation, and an updated résumé.

# Trainer Designation Application

**When will I know the status of my application?**

Once ALL documentation has been received by Georgia Training Approval, your application will be reviewed. You will be notified by email about your application status.

If your documentation is incomplete, you will be notified of what documentation is needed to complete your application.



## **\*Question 2\***

**In a brief paragraph, identify the Trainer Designation you feel you qualify for and explain why.**

- **Specialty Trainer**
- **Trainer I**
- **Trainer II**
- **Trainer III**

**Type your answers into the Question 2 textbox of the Trainer Orientation page in your web browser.**

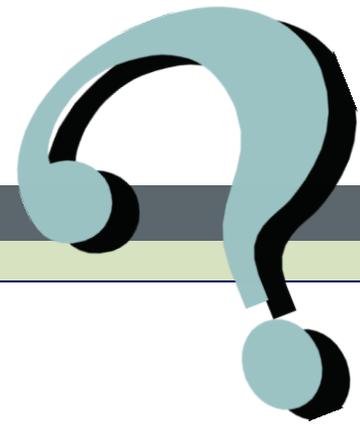
# Trainer Renewal

Once you are approved with a designation, must **renew your designation** every few years in order to remain a state-approved trainer. To renew your designation, you will need to submit documentation of having met the following requirements:

<b>Specialty Trainer</b> Renew every <b>3 years</b>	<b>Trainer I</b> Renew every <b>3 years</b>	<b>Trainer II</b> Renew every <b>5 years</b>	<b>Trainer III</b> Renew every <b>5 years</b>
<ol style="list-style-type: none"> <li><b>15</b> clock hours* of continuing education related to specialty area</li> <li>Evidence of having taught at least <b>one (1)</b> state-approved training* in specialty area <b>per year</b> since the date you were approved</li> </ol>	<ol style="list-style-type: none"> <li><b>45</b> clock hours* of continuing education related to adult learning or early care and education</li> <li>Evidence of having taught at least <b>one (1)</b> state-approved training <b>per year</b> since the date you were approved</li> </ol>	<ol style="list-style-type: none"> <li><b>75</b> clock hours* of continuing education related to adult learning or early care and education</li> <li>Evidence of having taught at least <b>one (1)</b> state-approved training <b>per year</b> since the date you were approved</li> </ol>	<ol style="list-style-type: none"> <li><b>75</b> clock hours* of continuing education related to adult learning or early care and education</li> <li>Evidence of having taught at least <b>one (1)</b> state-approved training <b>per year</b> since the date you were approved</li> </ol>

\* Continuing education/state-approved trainings must be taken/provided **after** you received your designation. Any continuing education or trainings provided **before** you received your designation will not count toward your renewal.

**If you do not renew your designation before your expiration date according to the requirements listed above, you will lose your state-approved trainer status.**



## **\*Question 3\***

**What are the renewal requirements for the designation you plan to apply for?**

**Type your answers into the Question 3 textbox of the Trainer Orientation page in your web browser.**

# **Trainers of Early Care and Education, School-Age Care, and Administrator Professionals**

## **Competency Categories**

**TRN - 1 Professionalism and Ethics**

**TRN - 2 Instructional Design and Development**

**TRN - 3 Knowledge of Content**

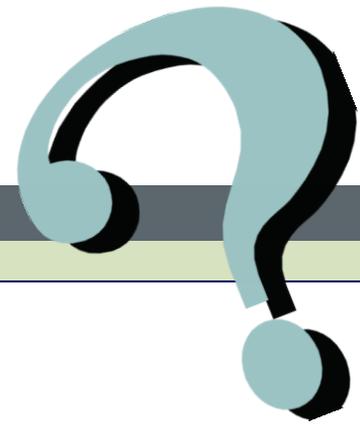
**TRN - 4 Presentation Skills**

**TRN - 5 Quality Assurance**

## TRN - 1 Professionalism and Ethics

### *A competent trainer:*

- A. Maintains an appropriate level of competence in the field including a broad knowledge of current trends, theory, and practice in areas of expertise and seeks growth in areas of limited knowledge.
- B. Recognizes the limits of his/her competence, culture, and experience in providing services and neither seeks nor accepts assignments outside those limits.
- C. Is aware of own personal values, biases, dispositions, and the possible effect on others.
- D. Accepts responsibility of ethical business practice (i.e. certificate distribution, hours given, conflicts of interest).
- E. Keeps current with the changes in the early childhood care and education system.
- F. Reaches agreement with client regarding goals, costs, risks, limitations, and anticipation of outcomes prior to providing service.
- G. Values and integrates diversity into the delivery of training/professional development.
- H. Adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct for Adult Educators ([www.naeyc.org](http://www.naeyc.org))
- I. Promotes professionalism in the early childhood care and education field.
- J. Maintains a balance between personal and professional life.



## **\*Question 4\***

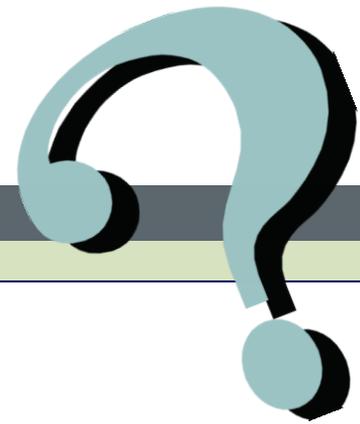
**Based on the TRN-1 competencies, briefly describe how you, as a trainer, are competent in Professionalism and Ethics.**

**Type your answers into the Question 4 textbox of the Trainer Orientation page in your web browser.**

## TRN - 2 Instructional Design and Development

### *A competent trainer:*

- A. Bases training design and development on accurate, current, and job-related information consistent with sound theories and principles of adult learning (e.g. adults desire practical application, adults learn best if they have control over the learning environment).
- B. Assesses and meets the professional development level and characteristics of the target audience.
- C. Writes learning objectives that are based on participants' level of knowledge and experience and are descriptive of desired competence.
- D. Choose instructional methods and materials that are appropriate for the proposed learning objectives (e.g. self-reflection, group discussion, demonstrations, multi-media presentations, visual aids).
- E. Develops measurable learning objectives, evaluates participant achievement during, and at the conclusion of the training.
- F. Organizes a training format to fulfill learning objectives and to meet participant needs.
- G. Maintains flexibility based on continual assessment of training.
- H. Identifies points in content presentation where participant resistance or discomfort may occur and is prepared to adapt appropriately.



## **\*Question 5\***

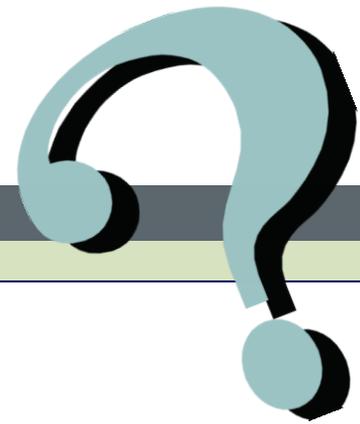
**Based on the TRN-2 competencies, briefly describe how you, as a trainer, are competent in Instructional Design and Development.**

**Type your answers into the Question 5 textbox of the Trainer Orientation page in your web browser.**

## TRN - 3 Knowledge of Content

### *A competent trainer:*

- A. Possesses extensive knowledge and practical experience in the presentation topic area. Is familiar with a variety of childhood care and education settings, professional developmental levels of participants, and adapts content as needed.
- B. Researches the current trends in the topic area and synthesizes these findings to support learning objectives.
- C. Bases training content on accurate, current information consistent with sound theories and principles of child development, developmentally appropriate practice, early learning standards (i.e. *Georgia Early Learning Standards*), accurate interpretation of quality standards and licensing and legal regulations.
- D. Maintains resources that are current and topic-related to refer to concerning controversial issues, questions, or experiences (e.g. appropriate persons, agencies, publications).
- E. Facilitates connections between theory and practice by integrating information that is comprehensive, meaningful, and relevant to participants' needs.
- F. Includes an awareness of the value of diversity, uniqueness, and abilities of all children and families in training provided.
- G. Understands and applies basic principles of human cognition/learning and demonstrates sensitivity to the needs of the adult learner.



## **\*Question 6\***

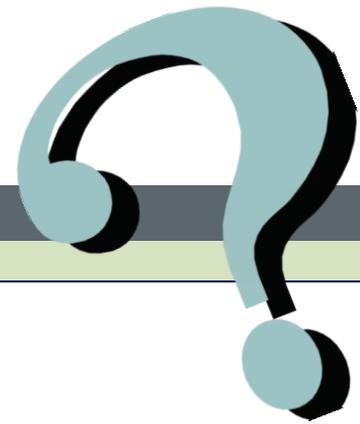
**Based on the TRN-3 competencies, briefly describe how you, as a trainer, are competent in Knowledge of Content.**

**Type your answers into the Question 6 textbox of the Trainer Orientation page in your web browser.**

## TRN - 4 Presentation Skills

### *A competent trainer:*

- A. Provides an introduction, overview of learning objectives, content presentation with summary, and evaluation in the specified time frame.
- B. Delivers training based on principles of adult learning using a variety of instructional methods and media appropriate for the proposed learning objectives (e.g. group discussion, questions, teams, role-play, games, and visual aids/multi-media presentations).
- C. Adapts training to respond to the participants' current knowledge and expectations (e.g. ethnic diversity, learning styles, special needs, and unique settings).
- D. Facilitates and continually assesses group dynamics to ensure learner involvement, interactions, and participation.
- E. Creates a supportive, flexible environment appropriate to adult learners (i.e. making eye contact, responding to individual needs).
- F. Relates effectively with individuals and groups.
- G. Communicates clearly and audibly, avoiding distracting expressions and mannerisms.
- H. Uses effective transitions to link content and learning objectives throughout the training.
- I. Provides an environment that addresses incorrect responses and guides participants to appropriate conclusions.
- J. Uses appropriate humor and avoids using jokes and stories of questionable taste.
- K. Maintains poise and professionalism under stress.



## **\*Question 7\***

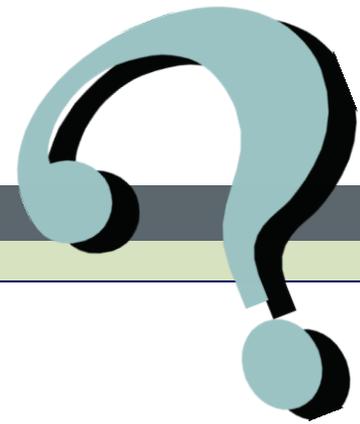
**Based on the TRN-4 competencies, briefly describe how you, as a trainer, are competent in Presentation Skills.**

**Type your answers into the Question 7 textbox of the Trainer Orientation page in your web browser.**

## TRN - 5 Quality Assurance

### *A competent trainer:*

- A. Provides a positive learning environment.
- B. Estimates expenses accurately.
- C. Uses promotional materials reflective of training content.
- D. Manages environment and logistics and adapts a well-run, purposeful training program responsive to the needs of the participants.
- E. Uses self-reflections and evaluation to improve subsequent programs.
- F. Maintains accurate records, resolves lingering issues following the training, and ensures that reporting requirements are completed in a timely manner.
- G. Provides positive learning climate (addressing special needs of participants, appropriate room arrangement, solving facility and equipment problems, providing recognition to participants) and clarifies logistical issues (e.g. restrooms, cell phones).



## **\*Question 8\***

**Based on the TRN-5 competencies, briefly describe how you, as a trainer, are competent in Quality Assurance.**

**Type your answers into the Question 8 textbox of the Trainer Orientation page in your web browser.**

**As an Approved Trainer,  
you are responsible for...**

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# As an Approved Trainer, you are responsible for...

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1. Submitting your training courses for approval using the online **Training Approval Application**

## As an Approved Trainer, you are responsible for...

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1. Submitting your training courses for approval using the online **Training Approval Application**
2. Knowing when your trainer designation **expires**

## As an Approved Trainer, you are responsible for...

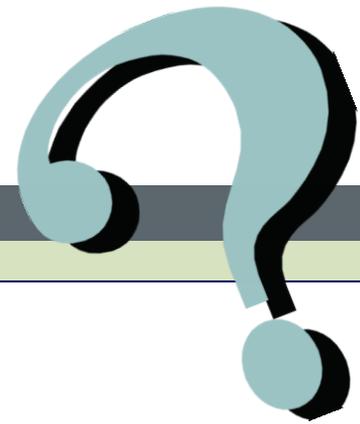
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1. Submitting your training courses for approval using the online **Training Approval Application**
2. Knowing when your trainer designation **expires**
3. Knowing and meeting the requirements for **renewing** your trainer designation

**Remember, becoming an approved trainer doesn't mean you're ready to train right away!**

**You must also submit your training courses for approval before you may offer them for child care licensing credit.**

**For information about submitting a training for approval, visit [www.training.decal.ga.gov/current-trainers/about-training-approval](http://www.training.decal.ga.gov/current-trainers/about-training-approval)**



## **\*Question 9\***

**What three things are you responsible for once you become approved as a trainer?**

**Type your answers into the Question 9 textbox of the Trainer Orientation page in your web browser.**

# You have completed the **Trainer Orientation**

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A decorative graphic featuring four yellow stars with black outlines and radiating lines, set against a light yellow oval background. The stars are arranged in a square pattern. A pink ribbon swirls from the top left, and a red ribbon swirls from the bottom left. Small orange dots are scattered around the stars.

*Congratulations!*

You are now ready to begin  
the **Trainer Designation  
Application.**



## Contact Us:

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