

Training Considerations for Learner Supports

This worksheet can be helpful for Trainers and TSOs in writing the Learner Supports Statement for training submission in the Wisconsin Registry Professional Development Approval System (PDASystem). Use this worksheet to plan how you will create a supportive and welcoming learning environment for all participants in your training. Include specific examples showing how you will address learners' needs.



When attending a training, learners often ask themselves questions like “Do I see myself represented in this training?” or “Is there an activity that meets my learning needs?” Learners want to be able to relate to the trainer and training content, build on their prior knowledge and experience, and take away new knowledge and understanding they can apply to their work. When a learner does not feel their needs are being met or are offended in some way, they are unable to achieve the outcome they are looking for from the training.

Directions:

1. In the chart starting on page 2, describe how you as the Trainer or TSO can address each consideration in your training.
 - You may not be able to accommodate every consideration. However, by thinking through each one you will be able to explore considerations you may not have previously considered and intentionally focus on considerations most important to your training audience.
2. Identify the considerations you find most important.
3. When writing your Learner Supports Statement, include the considerations you found most important and describe the *how* using your notes from the chart.

A key element of training preparation involves making necessary accommodations tailored to the specific participants of an event. A strategy that is suitable for one event may not work well for another event.

Note: completion of this worksheet is not required. This worksheet is for your use only and does not need to be submitted to the Wisconsin Registry.

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Training Considerations	
Considerations	Describe HOW this consideration will be addressed in the training
Accommodations are made for physical needs such as hearing or vision assistance (i.e. color blindness, near/far sighted ness) access to restrooms, or other personal needs.	
A variety of different learning activities are used to meet learner needs.	
Resources are available in the learners' primary language.	
A safe environment is created for learners to feel comfortable to openly share and learn.	
A comfortable environment is created for learners, i.e., room temperature, adult size chairs, etc.)	
Each learner has access and opportunities to learn.	
Learning needs are met for each learner's region.	
Opportunities provided for oral and written communication.	
Technology support provided that meets the needs of the learner.	
Introduction provides clear ground rules for the training event including expectations, policies, and an overview of the trainer's presentation style.	

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Time provided for the learners to network and learn from each other.	
Knowledge of the types of organizations the learners are from, i.e., group care, school age, family child care, rural or urban, K-12, outside the ECE field, etc.	
Acknowledgement that each learner may not have the same prior knowledge, i.e., understanding of certain terminology or acronyms, experience in the field, familiarity with content, etc.	

Questions to consider after each training to continuously improve your training events:

- Were there any accommodations I was not prepared for?
- Are there any changes I can make to my training to be create a more supportive and welcoming learning environment?
- If there was a topic or activity that received little participation, what can I change in the content or in the activity to make it more engaging?
- Is there a topic I need to do more research on for myself?
- What did I learn from the participants?
- Does anything else need to be considered or added to the introduction or community agreement?