# Training Outline Format - SAMPLE

| I. Title of Training | Enhancing Literacy in the Classroom | | | | |
|---|---|---|---|---|---|
| **II. Topic Area of Training** | ☒ Curriculum | ☐ Growth & Development | ☐ Professional Development | ☐ Health & Safety | ☐ Special Needs |
| | ☐ Nutrition | ☐ Program Administration | ☐ Child Guidance | **Content must match topic area and only one topic area can be chosen for each outline submitted. Topic area descriptions are on the www.sc-ccccd.net under "Training System".** | |
| **III. Clock hours of training** | 1.0 | (example: 2.0 hours) Max. 6.0 hours, Min. 1.0 hour | | | |
| **IV. Learning Objectives** | **What participants will be able to do as a result of your training session. Typically, 1-2 objectives are needed for each hour of training.** | | | | |
| | Participants will be able to:<br>• Define a print-rich environment for preschool children.<br>• Identify at least two activities to enhance children's knowledge of print by utilizing the SC ELS Language Development and Communication as a guide. | | | | |
| **V. SC Early Learning Standard** | **South Carolina Early Learning Standard** *(List 1 to 2 standards from the SC Early Learning Standard that support the development of this training) Not applicable for Professional Development or Program Administration topic areas.*<br>http://www.scchildcare.org/media/54070/SC_ELS-v13-final-10_19_17.pdf<br><br>Example: LDC-2p | | | | |
| | LDC-9h-p<br>LDC 10i-u | | | | |
| **VI. Content & Instructional Plan** | **Describe the main points for each objective. Please use complete sentences. Include all of the ways you will deliver the content including activities and reviews and the <u>amounts of time</u> for each. The total should equal the number of hours requested excluding breaks/meals.** | | | | |
| **See  Sample Outline Format**<br><br>**Example:**<br>*15 min: Opening activity using a walk-about that poses questions on health and safety topics.*<br>*Questions include:*<br>*How do you maintain safety in the classroom?* | 10 MIN. – OPENER: A variety of environmental print cards will be placed on each table. Participants will choose a card and explain to their neighbor the meaning of the card and reflect on the children in their classroom's knowledge of the images. (example: McDonalds, Lego, Publix symbols)<br><br>10 MIN. – MINI-LECTURE: Large group will process the opener with a few examples of the environmental print cards and reflections.<br>Then, using a fill-in-the-blank graphic organizer, trainer will provide key points about a print-rich environment, the developmental continuum, and development of print awareness.<br>• Print-rich environments include two main areas: physical and social environment.<br>• Print-rich environments must be carefully planned by informed adults to ensure best practices are being implemented.<br>• Physical environment includes the layout of the classroom, resources and | | | | |

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| How do you maintain safety on the playground? | materials available to the children. |
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- Social environment includes the interactions between children and the teachers, peers, and environment.
- A well-prepared literacy rich environment invites children's active engagement with appropriate materials.
- Children will begin to develop book knowledge and print awareness even as infants. By age 3-4, children may begin to recognize that print occurs in different forms and is used for a variety of functions.
- By age 5, children will begin to understand basic print conventions.
- Dual language learners may learn about how print works in more than one language. Teachers should be aware of these differences when helping children learn books knowledge and print awareness skills.

5 MIN. – PHOTO DISPLAY – Trainer will display photos on the PowerPoint slide of developmentally appropriate classrooms with examples of a print-rich environment.

5 MIN. – MYTH OR FACT – Trainer will call out facts and myths about a print rich environment based on the mini-lecture and discussions.
(Example: Littering the environment with print will increase children's print awareness – MYTH).

5 MIN. – DOODLE MAP - Trainer will ask participants to doodle their classrooms on a piece of paper indicating places to add print or print materials.

10 MIN. – SMALL GROUP – Trainer will divide participants into groups to read and discuss 3 sections of the SC Early Learning Standards Language Development and Communication Domain.
Group 1 – Read Goal LDC-9 focusing on developmental indicators for Younger and Older Preschoolers.
Group 2 – Read Goal LDC-10, focusing on the developmental indicators for Younger and Older Preschoolers.
Group 3 – Read Supporting Dual Language Learners section (page 95).

After reading these sections, each group will chart 2-3 activity/strategy ideas to support the developmental indicators. Trainer will work with individual tables to ensure the suggested strategies are developmentally appropriate.

5 MIN. – GALLERY WALK – Participants will walk around the room and review the various strategies, writing down any ideas they want to implement within their classrooms.

5 MIN. – TICKET OUT – Participants will write two ideas/strategies they will implement to enhance children's knowledge of print. Share the "ticket" with at least 1 other person in the room.

**SOUTH CAROLINA CHILD CARE TRAINING SYSTEM**

| VII. Materials Needed | List the materials you will need to use during the training including handout titles. |
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| | SC ELS Language Development and Communication section, PowerPoint, Environmental print cards, "Print-Rich Environment" fill-in handout, blank paper for doodle map, chart paper, markers, tape |
| VIII. Training Resources & References | List the resources used to develop your training. For example, books, websites, titles of articles, etc. |
| | http://earlyliteracyci5823.pbworks.com/w/page/62964327/Print-Rich%20Environments<br><br>South Carolina Early Learning standards Interagency Stakeholder Group. (2017). *South Carolina Early Learning Standards.* Columbia: Author |
| IX. Method of Evaluation | List the method used to determine the effectiveness of your training. |
| | Trainer will determine participants' understanding with myth of fact game, small group read and report reflections, ticket-out activity, and final written evaluation upon completion of the training. |
| X. Evaluation/ Follow-up | Describe how the content of the training will help participants in their daily work. |
| | Participants will have a better understanding of developmentally appropriate practices when providing for a print-rich environment. The activities/strategies gained within the session can be implemented within their individual classroom environments. |

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