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IATSE Training Trust Fund

GUIDE TO DEVELOPING TRAINING PROGRAMS

Third Edition

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DEVELOP A TRAINING PLAN

Continuous training and skills development is essential to maintaining the highest levels of expertise demanded of craftspersons working in the entertainment and exhibition industries. Establishing a training program and enlisting the help of local trainers can reduce your training costs while increasing training opportunities for IATSE workers. We encourage you to use this guide as a resource to evaluate and address IATSE workers' training needs.

This guidebook will help you:

- Identify training needs
- Develop a training plan
- Measure the effectiveness of training

An effective training program begins with a training plan. Training should be tailored to the different levels of experience and the various crafts your workers represent. Courses should be designed to engage workers in participation through group discussions and exercises. If workers from different crafts attend a course, trainers should encourage participation across crafts and modify activities to adapt to the level of the workers.

TRAINING METHODS

How do workers in the different crafts learn? There are three basic ways that people learn:

- Seeing
- Hearing
- Doing

Activities are excellent ways to engage workers in these three ways because they stimulate learning through firsthand experience and increase interest in the topic. Active learners learn more and retain more than passive learners. By engaging workers in an activity related to the material, you increase the chances for them to retain more of the material. We also know through research that things and concepts that are associated together are more easily learned. By demonstrating key concepts through a fun and engaging activity, there is a greater chance for workers to associate those concepts with the activity. Don't forget to start a conversation or discussion after the activity to check for deeper understanding of the concept.

In addition to practicing skills through participatory activities, you should consider lectures, handouts, case studies, role-playing, PowerPoint presentations, group discussions, and videos in the training. You'll reach more workers by combining these different learning styles through seminars, instructor-led training, hands-on workshops, and on the-job training.

ADULT LEARNING THEORY

Adults learn differently than youth: they need to know why they are learning something and learn best through guided practice. They bring with them work and life experiences that can be shared as examples, discussed, and used for learning. These experiences can also help further engage other workers and promotes a sense of community and camaraderie.

Adults are strongly motivated to learn topics that are directly applicable to their lives and are related to their experiences. Training should allow the worker to practice the newly gained skills in a setting similar to that of their craft with enough time for observation and feedback.

Malcolm Knowles defined the term "andragogy" in the 1970s as "the art and science of helping adults learn." As a result of his work, he identified six principles of adult learning:

1. **ADULTS ARE INTERNALLY MOTIVATED AND SELF-DIRECTED**
   Adult learners make choices relevant to their learning objectives. They also direct their learning goals with the guidance of their mentors. Workers need to be given the freedom to assume responsibility for their own choices.

2. **ADULTS BRING LIFE EXPERIENCES AND KNOWLEDGE TO LEARNING EXPERIENCES**
   Trainers encourage workers to connect past experiences with current knowledge and activities. Trainers must know how to relate the sum of the workers' experience to the current learning experiences.

3. **ADULTS ARE GOAL ORIENTED**
   Adult learners aim to acquire relevant and adequate knowledge and for this reason intended learning outcomes should be clearly identified. Once the learning goals have been identified, trainers must align the learning activities such that these objectives are fulfilled within a certain period of time.

4. **ADULTS ARE RELEVANCY ORIENTED**
   Adult learners benefit by relating the assigned tasks to their own learning goals. If it is clear that the activities they are engaged in directly contribute to achieving their personal learning objectives, then they will be inspired and motivated to engage in projects and successfully complete them.

5. **ADULTS ARE PRACTICAL**
   It is very important for trainers to identify appropriate ways and convert theoretical learning to practical activities. Simulated practice is a way for workers to apply the theoretical concepts learned inside the classroom into real-life situations. Learning is assisted when appropriate ways of implementing theoretical knowledge in real life situations is made clear.

6. **ADULT LEARNERS LIKE TO BE RESPECTED**
   Adult learners thrive in collaborative relationships with their instructors. Workers become more productive when they're considered by their trainers as colleagues. When their contributions are acknowledged, then they are willing to put out their best work.

Source: "Malcolm Knowles' 6 Adult Learning Principles." Darlo Higher Education, 3 Dec. 2020, https://darlohighereducation.com/news/malcolmknowles6adultlearningprinciples/

- Ask workers to share their experiences throughout the training
- Create a safe space by validating those who share and never embarrassing or singling out those who don't
- Promote skills and knowledge sharing through small group discussions
- Adapt training to the needs of the individuals or group
- Check for worker comprehension by asking for constant feedback
- Incorporate activities that allow workers to practice the skills being taught

THREE EXCHANGES

This learning strategy is based on the idea that training is a place where learning is shared amongst all people in the room regardless of each person's role. A learning exchange is a structured procedure that allows everyone to share information and learn from one another. It is based on three learning exchanges:

- Worker to Worker
- Worker to Trainer
- Trainer to Worker

Worker to Worker: Most of us learn best from each other. We should never underestimate how much real education takes place when we hear about the work and life experiences of another person. The trainer models this by first allowing people to learn from each other by solving or posing problems in their small groups.

Worker to Trainer: Lecture-style training assumes that the trainer has all the answers. This exchange reminds trainers that they also have a lot to learn. On many subjects, any group of workers will often have as much, or more, collective knowledge as any one expert or trainer. The goal is to learn as much as possible from the workers. This is done mainly during the report-backs, debriefing, or teach-backs. This exchange encourages the trainer to learn more and more about the realities people face. Because this training method shows genuine respect for workers' knowledge, it helps build confidence among those you are training. *Confidence is the key to adult learning and action.*

Trainer to Worker: This is the traditional learning procedure of school during K-12 grades, where the teacher (trainer/facilitator) provided a one-way communication of information. It also has its place in any training. It comes in 20-minute spurts to best maximize learning transfer. It can be part of the presentation or come toward the end of a demonstration or practice activity where you have a chance to clear up confusion and make the points you think are key. By waiting until the summary section, you become more aware of what people need to know, practice, or develop, so your contribution is purposeful.

TRAINER DATABASE

If you aren't ready to develop your own courses, the TTF can connect you with trainers in our database to meet your local's needs. Fill out the form on our website and we'll send you a list of possible trainers you can reach out to. Use this list to organize your class!

SMALL GROUP ACTIVITY METHOD (SGAM)

The SGAM reinforces the Three Exchanges described above by allowing all three types of learning to occur and by using Adult Learning Theory to guide the training process. It centers the training on the worker by using the worker's skills and experiences to solve real-life problems.

Participatory learning is especially useful in developing workers' ability to lead, communicate, and educate others.

- Allows workers to become trainers or facilitators
- Uses workers' experience and knowledge as part of training content
- Focuses on material that is relevant to workers in order to engage interest
- Workers practice needed and relevant skills during the workshop
- Goal-driven to solve problems
- Shifts the power dynamic to the worker instead of the trainer

DETERMINE TRAINING NEEDS

How do you determine what trainings your workers need? If an employer has requested specific trainings, that is a good place to start. You may also gather information through informal conversations or phone calls with workers or by distributing a survey. There are many free online survey providers such as Survey Monkey and Google Forms. These types of surveys are easy to distribute and make collecting and analyzing data fast and easy. However, keep in mind that emailing links with survey requests relies on user follow through, and workers may not have access to email or the Internet. If you present workers with a paper form during a monthly meeting, this encourages them to fill out the survey on the spot and ensures a greater response rate. You know your workers best, so use whichever method is most effective for you!

PRIORITIZE TRAINING

Once you know what types of trainings your workers need or want, you'll want to prioritize because you won't be able to do them all.

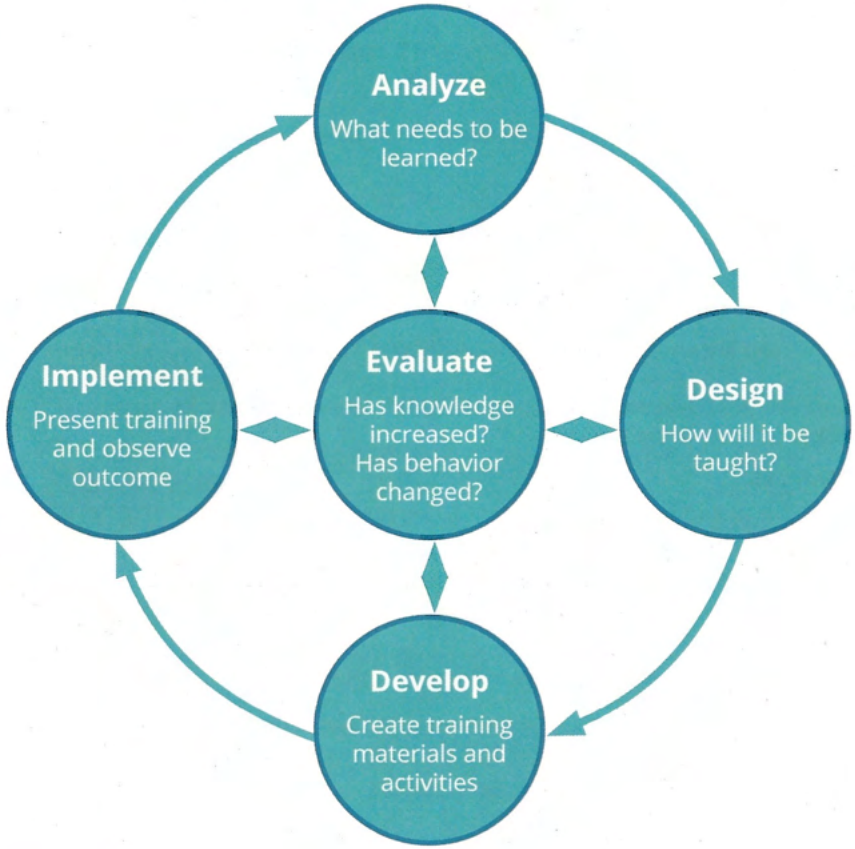
- Which training was most requested?
- Do you have subject matter experts willing to develop and teach a course?
- Which topics are most critical for maintaining the skills necessary for employment?
- Does the IATSE TTF offer any of these trainings already?
- Do the IATSE TTF Safety First! or OSHA curriculum meet these training needs? Have you applied for a curriculum license?

ENCOURAGE ATTENDANCE

Ongoing training is crucial for workers to stay competitive and maintain the highest level of knowledge and skills across the entertainment and exhibition crafts. Technology, craft techniques, and safety procedures are constantly changing, so even the most experienced worker can benefit from new training.

THE ADDIE MODEL

The ADDIE model is commonly used to develop training programs and courses. It is a systematic way of determining and meeting training needs and regularly reevaluating training.



ANALYZE

The purpose of **ANALYSIS** is to break the job down into understandable parts for instruction.

1. Break down the job into clusters of related work activities called duties.
2. Break down the duties into individual work activities called tasks.
3. Break down the tasks into single work units called steps.
4. Determine the need for each task as must, should, or nice to know.

TECHNICAL INFORMATION is considered essential skills a person must have to perform the job.

EXAMPLES

- A rigger must be able to tie a bowline (knot) in a piece of rope.
- A wardrobe person must know how to hang a garment properly on a hanger.
- An entertainment electrician must know how to identify the different conductors in an electrical circuit.

GENERAL INFORMATION is considered important skills a person should have to perform the job.

EXAMPLES

- A rigger should be able to communicate using proper terms used for rope and rope systems.
- A wardrobe person should be able to use and read a tape measure.
- An entertainment electrician should be able to wire a connector.

GUIDANCE INFORMATION is considered skills that would be nice for a worker to have to do the job.

EXAMPLES

- It would be nice for a rigger to be able to find industry standards for manufacturing, use, and safety.
- It would be nice for a wardrobe person to be able to identify previous alterations made in a garment.
- It would be nice for the entertainment electrician to explain how connectors are designed to make contact in a specific sequence.

ANALYSIS IN ACTION

Identify the skill needs that must be addressed and any challenges you might encounter.

- What specific skills, knowledge, or trainings are needed?
- Are you planning a craft-specific course or does it apply to all crafts represented by the local?
- How much previous work experience do your workers have?
- What limits or obstacles might trainers or workers face?
- Where will training take place?
- How often can you offer courses: weekly, monthly, or seasonally?
- Will you deliver training through seminars, hands-on workshops, or on-the-job training?
- How will you encourage attendance?
- What are the costs for training?

DESIGN

MEASURABLE LEARNING TARGETS

LEARNING TARGETS OR PERFORMANCE OBJECTIVES are single sentences that describe what workers should be able to demonstrate upon completion of the training. They give workers a clear idea of what they can expect to learn and give trainers a clear goal when they present the training. Performance objectives are then used to evaluate the trainer, the worker, and the effectiveness of the course.

- **PERFORMANCE**: Describes what the worker will be able to do, should contain an action verb
- **CONDITION**: Describes the circumstances under which the worker will learn, includes tools, situations, settings, restrictions
- **CRITERIA**: Describes the required quality level of the performance, includes accuracy, time, degree of skill

SMART LEARNING TARGETS

Learning targets and performance objectives should also be **SMART**.

- **SPECIFIC**: Well defined and clear, states exactly what the worker will be able to do
- **MEASURABLE**: Must be an action you can observe to determine if the worker's performance has met the objective
- **ACHIEVABLE**: The worker has enough pre-existing knowledge, time, resources, and support to satisfy the objective
- **RELEVANT**: Must lead to knowledge and skills that will be used on the job
- **TIME ORIENTED**: Achievable by the end of the training and can be used immediately on the job

When you write your learning targets, we suggest you start with "By the end of this training, the worker will be able to ___" and include observable action verbs that describe what the worker should be able to do. Your objectives should take into consideration the lowest skill level of the workers in your training session and help them move to a higher level of skill and understanding.

ACTION VERBS

apply, assemble, assess, calculate, change, choose, classify, combine, compare, compose, compute, conduct, construct, create, demonstrate, design, detect, develop, discover, document, draw, employ, estimate, evaluate, formulate, identify, illustrate, indicate, isolate, label, locate, make, measure, modify, operate, organize, perform, plan, predict, prepare, produce, recognize, record, select, separate, show, solve, transfer, transform, use, write

ASSESSING WORKER PERFORMANCE BEFORE LEARNING

Part of the preparation phase of the Four Step Method of Instruction (further explained in the Develop section on page 14) is to identify the knowledge and skills workers have before training begins. You must know the starting point from which to begin. Without this pre-assessment, you will end up speaking over the heads of unexperienced individuals and well below the level of experienced workers. You must find the lowest common denominator.

- Have the workers introduce themselves, including the experience they have had with the subject being taught
- Have them take a quiz to see what they already know about the subject
- Review credentials or certifications they may already have prior to instruction

BLOOM'S TAXONOMY

It is important to remember there are different levels of understanding for the worker. Bloom's Taxonomy is a way of classifying different levels of learning from simple to complex and concrete to abstract. Each level describes what the worker should be able to do at that level of understanding.

The Original Taxonomy (1956)

These are the main categories from Benjamin Bloom's *Taxonomy of Educational Objectives: The Classification of Educational Goals*.

KNOWLEDGE "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting."

COMPREHENSION "refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications."

APPLICATION refers to the "use of abstractions in particular and concrete situations."

ANALYSIS represents the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit."

SYNTHESIS involves the "putting together of elements and parts so as to form a whole."

EVALUATION involves "judgments about the value of material and methods for given purposes."

The Revised Taxonomy (2001)

A Taxonomy for Teaching, Learning, and Assessment: A Revision of Bloom's Taxonomy of Educational Objectives by Lorin W. Anderson, David Krathwohl, Peter W. Airasian [et al.] rethinks Bloom's original framework and emphasizes knowledge and cognitive processes.

REMEMBER: Recall facts and basic concepts (define, duplicate, list, memorize, repeat, state)

UNDERSTAND: Explain ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate)

APPLY: Use information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch)

ANALYZE: Draw connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test)

EVALUATE: Justify a stand or decision (appraise, argue, defend, judge, select, support, value, critique)

CREATE: Produce new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate)

FOUR PHASES OF DESIGNING INSTRUCTOR LED TRAINING

This model is comprised of four phases designed to encourage worker interest, create positive encounters with the training material, and present methods for practicing, integrating, and applying new skills and knowledge to the real world.

1. PREPARATION: AROUSE INTEREST	2. PRESENTATION: ENCOUNTER
▼ Positive suggestions ▼ Worker benefit statements ▼ Clear, meaningful goals ▼ Calm workers' fears ▼ Remove learning barriers ▼ Involvement from the start 5 minutes	▼ A variety of presentation methods ▼ Content sectioned into shorter encounters ▼ 70% of classroom time left for workers to practice and integrate new material 20 minutes
4. PRACTICE: INTEGRATE	**3. PERFORMANCE: APPLY**
▼ Immediate real-world application ▼ Action plans ▼ Ongoing coaching/mentoring ▼ Evaluation and feedback ▼ Follow-through reinforcement activities 5 minutes	▼ Hands-on trial and error ▼ Feedback ▼ Time for reflection ▼ Learning games ▼ Problem-solving and skill-building exercises ▼ Dialog and collaborative teaching 30-40 minutes

The Center for Accelerated Learning. (2018, May 08). Design Model. Retrieved December 16, 2020, from https://www.alcenter.com/design-model/

TELL-SHOW-DO-EVALUATE

These four steps will help you create excellent instruction by increasing learning and engagement. The steps are categorized into actions the trainer does and actions the worker does.

1. **TELL:** In this step, the trainer provides the worker with key information related to their learning. Facts, concepts, rules, and procedures can be conveyed using the **TELL** step. For example, if you were designing instruction to teach workers about AV Essentials, you would share an overview of common AV equipment and why and how the equipment is used. You might also show a visual outline of the equipment and steps in a process for setting it up.

2. **SHOW:** The second step is **SHOW**. This is the step used to demonstrate examples of what you want to teach. In the AV Essentials example, you would show a variety of real examples of common AV equipment and talk about what to do and what not to do when setting up the equipment. These examples help the worker see how the information you told them is applied.

3. **DO:** After each example or step, you should provide workers the opportunity to **DO WHAT YOU HAVE TAUGHT THEM**. In the AV Essentials example, the worker takes one piece of equipment you've shown and practices setting it up. Trainers observe the workers and provide feedback and guidance along the way.

   Allow workers to make mistakes. Often, we learn by making mistakes and having the opportunity to try it again. If the environment and process is safe, please allow workers to make mistakes and think through why it didn't work the first time.

   It is also important that workers receive plenty of feedback as they apply what they have learned so they can improve their skills and abilities. The application of new knowledge should replicate the real-world environment as much as possible to make the learning experience authentic and engaging.

4. **EVALUATE:** The final step is **EVALUATE**. In this step, workers think about how they performed in the practice or **DO** step. Trainers should ask workers to talk about how they will apply their knowledge in a real, work environment. The reflection allows for learning to cement deeper neuropathways in the brain and retain the information about this experience.

DESIGN IN ACTION

Identify learning targets or performance objectives and assessment methods.

- What are the performance objectives or learning targets?
- Are there any prerequisite skills, knowledge, or trainings?
- What criteria needs to be met to consider the training a success?
- Will you use written or performance tests to assess skills and knowledge learned?
- How will the training be evaluated?

DEVELOP

Your training plan should include a course schedule, training topics, training length, trainers, locations, and curriculum. When scheduling trainings, consider the days and times that work best for your workers. Is there a show or project coming up? What's the busy work season?

CREATE A COURSE SCHEDULE

Create a set schedule and include the course topic, date, time, and location when you announce it. There are many ways to advertise a course: publish it in your newsletter, announce it at your monthly meetings, post it at the union hall, distribute it through social media, and send email blasts. Set schedules allow for workers to plan ahead and gives them enough time to sign up for courses.

COURSE CURRICULUM

Developing course curriculum guarantees consistency in training throughout the training program regardless of who presents the course.

COURSE DESCRIPTION AND OUTLINE: Consists of course description, prerequisites, performance objectives, topic list with length for each section and total length of course, instruction methods, worker activities, assessments, reading materials, tools, and supplies.

PERFORMANCE OBJECTIVES: SMART objectives are specific, measurable, achievable, relevant, and time oriented. Include performance (what), condition (under what circumstances), and criteria (how well) when writing course objectives.

LESSON PLAN: The lesson plan or training guide is more than just an outline; it should be detailed enough that another trainer, with similar experience and some preparation, could teach the course. The lesson plan should clearly identify the course performance objectives and contain all the information covering the performance objectives. It should be easy to read with tasks broken down into smaller steps with clear instructions when discussions, exercises, handouts, audio-visual materials, or other tools are used in the course.

The Four-Step Method developed by Miller (1961) has been used in skill instruction in the military, apprenticeship training, and technical education.

1. Prepare the worker: This identifies any reading assignments, handouts, tools, or materials needed for the lesson and includes an introduction of the topic.
2. Present the information: This is a step-by-step task breakdown to follow as you show the worker how to complete the task.
3. Have the worker apply the information: This is an exercise, project, or homework for the worker to continue practicing what they were shown in class.
4. Check for understanding: These are self-check questions for the worker to make sure they understand the material completely.

EXAMPLE

TIME	TOPIC	SECTION NOTES	DEMONSTRATIONS/ EXERCISE
9 AM	▼ Welcome and Introductions	▼ Sign-in sheet: information verification and signatures ▼ Overview Presentation	▼ Introduction to course ▼ Workers introduce themselves ▼ Handout: Day One Agenda
9:30 AM	▼ Topic Primer	▼ Detailed Topic Exploration	▼ Worksheet: ____ illustration ▼ Activity: Workers will share examples of experience with ____
11 AM	▼ Demonstration ▼ Review	▼ Step-by-step Instructions ▼ Topic Review ▼ Q&A	▼ Video: How to ____ ▼ Hands-on demonstration of ____ ▼ Quiz

READING MATERIAL: Books, pamphlets, safety manuals, online articles

EXPENDABLE MATERIALS: Consumable items you will need to demonstrate the lesson (e.g., lumber, cloth, paint, wire)

TOOLS AND EQUIPMENT: Items needed for instruction (e.g., scissors, hair brush, wig, safety harness, chain hoist, synthetic rope, measuring tape, safety pins, power cables)

VISUALS AIDS: Help you demonstrate the lesson and might include flip charts, posters, PowerPoint slides, videos, props, or anything else used to illustrate the topic

HANDOUTS AND WORKSHEETS: These can be simple handouts with general information about the training or can be more in-depth workbooks used during the training with information, examples, and exercises. Self-paced guides that workers study independently and reference manuals with detailed information on processes and procedures that can be used at the workplace are other options.

STUDENT GUIDE: A student guide is a useful tool because it allows workers to concentrate on the training instead of taking notes and allows them to review the material afterward. The student guide can be based on a simplified version of the trainer's lesson plan and includes more examples and illustrations to clarify complex ideas. Student guides can also include pre-course, supplementary information that allows workers to prepare for the training. This might include the training schedule, performance objectives, a summary of covered topics, and any reading or work that should be completed before the course.

LEARNING ASSESSMENT: Determine the appropriate assessment method that matches the skills being taught. Written exams should be used for cognitive skills, while performance tests should be used for psychomotor skills. Practice exercises, quizzes, and self-checks evaluate the training process and how well workers are learning during training. Final exams and mastery tests evaluate how well workers learned after the training.

COURSE EVALUATION: Evaluations can help you determine how well the training has prepared workers to perform the work of the crafts. Schedule time for and encourage workers to share feedback at the end of the course. This can be done informally through discussion, but evaluation forms should also be completed. Anonymous evaluation forms allow workers to give honest feedback.

DEVELOPMENT IN ACTION

Create the content that will be used by the trainer and workers and identify any necessary resources, tools, or materials.

- What instructional content needs to be developed (e.g., lesson plan, student guide, handouts, worksheets, PowerPoint presentation, hands-on exercises, assessments, course evaluation)?
- What media, equipment, tools, supplies, or software will be needed?
- What follow-up activities will reinforce the training (e.g., hands-on practice, peer discussions, next level courses)?
- Train the trainer using the lesson plan developed
- Pilot test the training, review, and revise
- How will the training be evaluated?

IMPLEMENT

A key factor for keeping the worker engaged throughout the learning process is building trust. One of the best ways to build trust quickly is get to know the names of the participants from the very beginning. Have workers introduce themselves, use table tents and names tags, and call on them frequently throughout class.

TEACH ABSTRACT IDEAS CONCRETELY

Learners have a hard time understanding information they cannot see. Use visual aids creatively, even for cognitive concepts.

- Provide handouts with images
- Draw on a white board or flip chart
- Use hands-on props to illustrate concept
- Show short video to illustrate concept
- Use analogies and metaphors to visually describe the concept

ASSESS LEARNING DURING INSTRUCTION

FORMATIVE ASSESSMENTS are used to assess the learning and teaching process during instruction.

- Have workers perform a practice exercise
- Have workers take a quiz
- Ask closed-ended, open-ended, direct, and overhead questions
- Allow workers to verbally affirm what they have learned

IMPLEMENTATION IN ACTION

Present the lesson plan and have the workers apply the information learned.

- Has the training room been secured and prepared (e.g., AV set-up, software, hardware, books, handouts, tools, supplies, tables and chairs, snacks and catering)?
- Do you have a back-up plan if the media doesn't work?
- Should the workers prepare for the course in any way (e.g., reading assignments, practice)?
- Are you prepared to teach adult learners?
- How will you keep the workers engaged?
- Present the training, give and gather feedback through worker and course evaluations

INVITING RESPONSES TO QUESTIONS

Closed-ended questions require a simple one or two word response and are useful for a quick check of understanding around the room. Open-ended questions require a more detailed answer and are used to check for deeper understanding of the topic. Your questions can be directed at a specific student or overhead to the entire class. This is more engaging and requires everyone to think.

The key to maintaining full audience engagement is to keep the experience positive for everyone, never humiliating or belittling a worker in front of others, regardless of what their response is and providing support. Be mindful of how you handle responses from shy workers, eager workers, talkers, and hecklers. Carefully consider how you will handle the right answer, the slightly off answer, the wrong answer, and no answer.

OVERCOME LATENCY

Educational latency occurs after the lesson is delivered and the time the worker applies what has been learned. The longer the span of time between being shown what to do and doing it, the less information is retained. Try to incorporate hands-on training whenever possible.

EVALUATE

ASSESS LEARNING AFTER INSTRUCTION

Did workers like the training and did they feel it was effective? Did they learn what was outlined in the learning targets or performance objectives? **SUMMATIVE ASSESSMENTS** are used to evaluate understanding at the end of instruction.

- Observe workers complete the task at the end of the lesson
- Conduct an oral assessment
- Have workers complete a final exam or mastery assessment
- Have workers create a final project

PROVIDE FEEDBACK TO WORKERS

- Think of this as a conversation where you act as the facilitator of the feedback process.
- First focus on strengths and ask the workers to share what they think went well. Withhold judgment and then ask the workers to describe what they could do better. Correct misinterpreted information regarding the content as needed and refrain from commenting on how to improve for now.
- Let the worker guide their action plan. Ask the worker what one or two things they would like to improve given their feedback from the step above. Remember they may be at the beginning of their learning and not experts yet, so keep your expectations manageable. Provide more practice in the training if appropriate.
- Using a rubric, evaluate the worker's progress based on your observations. Be sure the worker has acquired the minimum level of knowledge and performed steps in a process at the proper level before the end of training. This ensures your training objectives are met and workers have practiced the same set of skills.

EVALUATION IN ACTION

Assess the training process, materials, and trainers before, during, and after the course.

- Assess your work during each step of the ADDIE development process
- Analyze worker and course evaluations, prepare reports for review
- What modifications or improvements can be made?
- Revise performance objectives and instructional materials as needed

EVALUATE YOUR TRAINING DESIGN

To verify your training design will lead to the maximum learning transfer, have workers fill out a course evaluation and ask yourself these questions. Course evaluations allow workers to provide feedback and enable you to review how they received and reacted to your teaching methods.

- Do you give workers choices? How often? Are you consistent?
- Do you allow time for peer-to-peer learning and sharing? How often?
- Are your goals and activity instructions clear? Have you reinforced with workers why they are learning what they are learning?
- Are the content and structured activities directly related to real-world environments or situations? Are workers clear about how this knowledge and information will help them reach their goals?
- Is there practice incorporated into the training? How much? Is this too little? Too much? Balance it.
- How much time do you spend on the Three Exchanges? Is it balanced?

RESOURCES

COURSE TEMPLATES

Download course templates from our website:
www.iatsetrainingtrust.org/course-templates

COURSE DESCRIPTION

COURSE NAME

Instructor: Course Length: hours

COURSE DESCRIPTION: Summary of the significant learning experiences or outcomes for the course. Use brief, outcomes-based, descriptive phrases and detail significant learning experiences and benefits participants can expect. At a minimum, the description must answer these questions:

- What is this course about?
- What will course participants know or be able to do by the end of the course?
- How does the course relate to the crafts represented by the local in the entertainment and exhibition industries?
- How will the course develop or improve participants' safety or craft skills?

TOPIC OUTLINE: Brief list of the concepts you will cover in your training.

INSTRUCTIONAL METHODS AND VISUAL AIDS: A brief description of instructional or training methods that will be used during the course (e.g., lecture, videos, PowerPoint presentation, group activities, role playing, hands-on exercises, demonstrations).

EVALUATIONS AND ASSESSMENTS: A description of the evaluation methods that provide course participants and instructors feedback on participant learning outcomes (e.g., quizzes, exams, hands-on demonstrations)

TOOLS, MATERIALS, AND SUPPLIES: Consumable items you will need to demonstrate the lesson (e.g., lumber, cloth, paint, wire) and any equipment needed for instruction (e.g., scissors, hair brush, wig, safety harness, chain hoist, synthetic rope, measuring tape, safety pins, power cables)

INSTRUCTOR BIOGRAPHY: Professional background, education, experience, and certifications that makes them suitable to teach this course for your local union.

LESSON PLAN

COURSE NAME LESSON PLAN

Instructor: Course Length: hours

Performance Objectives:

TIME	TOPIC	SECTION NOTES	DEMONSTRATIONS/ EXERCISE

APPLICATION

COURSE TITLE

PRESENTED BY IATSE LOCAL
COURSE DATE
COURSE LOCATION

Please fill out the entire application. Blank fields delay processing. Email your completed application to email@local.org. You will receive a confirmation email if there is space available. Otherwise, you will be placed on the wait list. Walk-ins will not be admitted.

GENERAL INFORMATION		
LAST NAME	FIRST NAME	DATE OF BIRTH
MAILING ADDRESS		
EMAIL		PHONE

JOB INFORMATION			
IATSE UNION MEMBER	○ YES ○ NO	NON-MEMBER WORKING UNDER IATSE AGREEMENT	○ YES ○ NO
IATSE LOCAL #		PRIMARY JOB CLASSIFICATION	

CERTIFICATION	
I certify that all the information on this form is true and complete to the best of my knowledge. If asked, I agree to provide substantiation of the information that I have given on this form. I agree that the IATSE Training Trust may share my name and contact information with my local union, employer and the instructor, school, educational vendor or training institution in order to verify my eligibility and enrollment status. Any photographs taken at this course with my image may be used in IATSE and IATSE TTF materials.	
APPLICANT SIGNATURE	TODAY'S DATE

SIGN-IN SHEET

COURSE TITLE

Presented by IATSE Local

Venue | City, State

Date: Month DD-DD, 2020 | __am - __pm

Instructor: First Last Instructor Signature:

#	Local	Last Name	First Name	DOB	Address	City	State	Zip	Signature

COURSE EVALUATION

COURSE TITLE EVALUATION

Please take a few moments to provide us with some important feedback about this course. We'll use this information to improve future courses.

Instructor	Course Dates
Course Location	
Last Name	First Name
Email	Local

1. **Has this training improved your ability to perform your job?** ○Yes ○No
2. **Would you recommend this training/course to others within your local?** ○Yes ○No
3. **Would you take another training/course with this instructor?** ○Yes ○No

4. About the Instructor	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. The instructor was knowledgeable on the subject.	○	○	○	○	○
b. The instructor explained the concepts clearly.	○	○	○	○	○
c. The instructor taught to the needs and level of the group.	○	○	○	○	○
d. The delivery of content was well paced.	○	○	○	○	○

5. About the Class	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. The use of handouts was excellent.	○	○	○	○	○
b. The use of visual aids was excellent.	○	○	○	○	○
c. The class met my expectations.	○	○	○	○	○
d. The materials provided will be useful to me.	○	○	○	○	○
e. The level of the content was appropriate for me.	○	○	○	○	○
f. There was enough time for questions and discussion.	○	○	○	○	○
g. The class was well organized.	○	○	○	○	○
h. The class was relevant to my work.	○	○	○	○	○
i. The class met my expectations.	○	○	○	○	○

6. **Tell us what you liked about the course that helped you learn and what might be changed to improve learning:**