Module Ten: Trainers – Using What I've Learned (105 minutes)

Module at a Glance
This module provides participants with an opportunity to identify how the six elements of SAS align to promote student achievement. SASIT trainers will participate in a 'teach back' activity that will demonstrate their facilitation skills. They will also plan for their own trainings, and will learn how to register participants and administer training evaluation surveys.

Objectives:

SASITs will:

- Demonstrate an in-depth understanding of the six elements of the Pennsylvania SAS and how they align to promote improved student achievement.
- Develop and discuss action plans for providing professional development to colleagues on SAS and the SAS Portal.
- Practice using the Workshop Evaluation tool for creating training sessions and administering surveys/evaluations to their participants.

Train-the-Trainer Agenda

	Trainers – Using What I've Learned: • Activity: What SAS In Context – Part II • Activity: Teach Back Evaluation • Activity: SASIT Website Exploration	70 minutes
	Action Planning For SAS Training	20 minutes
	Training Registration/Evaluation Survey	15 minutes

Icon Legend

	Group Activity		Demonstration and Practice Using the SAS Portal
	Presentation		Action Planning Activity
	Teacher Tools		SAS 101 Training Materials

Module 10 Materials Checklist

SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

Trainers – Using What I've Learned   (70 minutes)

SAS In Context – Part II:

At this point in training, SASITs have seen how all of the elements in SAS work together to promote student achievement.

Activity: SAS In Context – Part II (15 minutes)

Participants should revisit the issue that they wrote down during the SAS In Context Activity in Module 1 (p. 21). They should revisit each of the six elements to determine if the issue that they selected can be impacted by using SAS. Once they complete the organizer, they should discuss their conclusions with their table group.

Teach Back:

SASIT trainers will practice providing a section of a training module to a partner, and will receive feedback on their facilitation skills.

Activity: Teach Back (40 minutes)

Direct participants to select a module of the SASIT training, and to prepare a 10-minute training episode. They can draw from the training manual, their Action Plan from the module, as well as by reviewing the *General Tips for a Successful Training* (pp. 168-172). In this role-play, one partner will be the Trainer and the other will be the Trainee.

After 15 minutes of preparation, they will deliver their training to a partner. They will then switch roles, and the partner will deliver their training. The pair should use the *Teach Back Evaluation* sheet (p. 173) to record feedback.

Once both partners have completed the Teach Back, they should reflect on the feedback and identify ways to build strength in areas that need improvement.

Teach Back Evaluation

Trainee Instructions: Please listen carefully to your partner's facilitation of their Teach Back module, recording at least two things that were good about their facilitation skills and two things that could be improved.

Once your partner is finished, switch roles. Have your partner record feedback in your manual.

Strengths:	Needs Improvement:
▪	▪
▪	▪
▪	▪

Trainer Instructions: Review and reflect upon the feedback above. How might you be able to build strength in areas that need improvement?

Needs Improvement	How I will build strength in this area:

General Tips for Successful Training

Provided below are a few general tips for conducting a successful training session:

A Good Opening

Effective introductions should set the stage for the entire learning experience. Remember that first impressions count! Introductions should be non-threatening, fast-paced, relevant, audience-centered, fun and humorous. A few specific are below:

- ▪ A Greeting
  - ✓ Gains attention
- ▪ A Trainer's Introduction
  - ✓ Establishes Subject Matter Expertise
- ▪ Student Introductions
  - ✓ Assess knowledge levels and background
- ▪ An Ice Breaker
  - ✓ Makes later interaction easier and builds rapport
- ▪ Housekeeping Information
  - ✓ Shows you care about comfort and safety
- ▪ Write down the transactions/business process for the day
  - ✓ Use a flip chart and use it for reference throughout the class
- ▪ Objectives
  - ✓ Gives a preview of what's to come
  - ✓ Establishes a timeframe to achieve course objectives
  - ✓ Describes what the learner will be able to do as a result of the training
- ▪ Benefits of the Class
  - ✓ Provides value-add

Overcoming Nervousness

Believe it or not nervousness is normal and good! Standing in front of a group of people -–even if it's just two people – produces anxiety. Being "jittery" shows that you have a concern for wanting to do the best job possible.

However, more than the optimal level of nervousness is unproductive and will probably lead to negative results. Therefore, you need to be able to recognize excess nervousness and learn to deal with it deliberately and positively to turn it around for your benefit.

Some tips for reducing anxiety include:
- o Take time to pause during sections of the material. Pace yourself.
- o Take deep breaths.
- o "Get to know" the participants in the class. Remember that the participants want to see you succeed.
- o Keep in mind that you do not need to have the answer to every question that is asked.

The Basics

As a trainer, you are responsible for delivering content in an accurate, organized and timely manner. In order to accomplish this enormous feat, use your voice and body language as part of a "trainer's toolkit." Practice controlling your delivery, while varying the basics, to get your point across.   Each tool has a direct impact on the success of any training program.

Verbal Skills:

- Volume, Inflection, and Enunciation
- Delivery rate, use pauses
- Do not "read the slides"

Non-Verbal Skills:

- Eye Contact
- Facial Expressions
- Gestures, Posture, and movement

Personality:

- Confidence
- A positive attitude toward the topic and system
- Portrays self as an agent of change
- Enthusiasm/Energy
- Emotion/Humor

Time Management and Encouraging Participation

A frequently overlooked aspect of facilitating is the ability to keep on track and on schedule, while still encouraging participation. Remember that at the onset of your training, you'll be informing your trainees of what they will learn and the timeframe that you'll use.

It takes a lot of practice and a good amount of intuition to manage your instructional time. Course developers will give you a timeframe for completing your presentations. This will help you to achieve the agenda's goals. However, it's up to you to perform a quick audience analysis. Introductions, questions and answers and other forms of feedback provide you with valuable information. Pay attention to how your learners are reacting and then pace yourself appropriately.

Tips to Successfully Manage Time:

- Prepare
- Practice, Dry Run
- Get Organized
- Be on time!
- Control behaviors – yours and theirs
- Give clear directions – beforehand!

Tips To Encourage Participation:

- Smile, nod, etc.
- "I See" – "Go on…"
- Write trainee comments on flipchart
- Add-on to trainees remarks with your own experiences
- Remember your manners – say please and thank you
- Give compliments
- Don't be a stage hog!
- Don't play the blame game

Evaluating Your Behavior

There are many behaviors that can actually discourage participation and learning in a classroom. Some are used inadvertently; others are directly related to your personality and preferences. Give yourself an honest evaluation. Try to recognize any negative behavior in your own performance. Then practice eliminating them and replacing them with a more positive and encouraging demeanor.

Some Negative Behaviors to Avoid:

- Shaking your head (indicating the trainee is wrong)
- Rolling your eyes
- Showing the speaker a sarcastic smile
- Wrinkling your nose
- Squinting over your glasses
- Smiling or winking at others (in a negative manner)
- Turning away from the speaker
- Folding arms tightly and scowling
- Drumming on the table or tapping feet
- Not "seeing" trainees with questions
- Ignoring trainee comments or answers

Closing the Training Session

Closing a training session is just as important as your opening. You want to leave the trainees with a good overall impression of your delivery, the usefulness of the training materials, and the benefits of using SAS. By finishing on a "high note" you'll be encouraging your trainees to apply what they've learned from you.

A "good closing" includes 3 basic parts – summarizing, providing follow-up resources, and administering course feedback.

Summarizing

Another old training maxim says, "Tell them what you're gonna' tell them, tell them, then tell them what you told them." Summarizing provides a final opportunity to reinforce the skills and knowledge covered in the material. You should summarize frequently throughout the course as well as at the end. There are two basic ways to summarize:

- *Trainer Review:*
  The trainer summarizes the key points in this technique. In this way all of the major points will be covered, it requires the least amount of time, and keeps the trainer in control of the class. Disadvantages are that trainees are not actively involved in the review. Therefore, they'll have more of a tendency to tune you out.

- *Trainee Review:*
  In this method, the trainer asks the trainees questions such as, "In your opinion, what are the major points covered in this topic" to generate a discussion. In this way the active involvement of your trainees keeps retention levels higher, gives you feedback on how much the trainees actually learned, and provides a chance to address any misconceptions or answer additional questions. Drawbacks to this strategy are that trainees may miss important points and it takes much longer to complete this kind of summarizing.

Provide Follow-Up Resources
Before the trainees leave, you should give them some direction on "where to go from here." Providing them with resources addresses their apprehension at having to go it alone after the classroom time ends.

- *Follow-Up Documentation:*
  Make sure that the trainees are aware of where they can find documentation on issues that arise after class.

- *Additional Training:*
  Point out resources for any additional training or tutorials that may benefit the trainees. Another option would be to inform the trainees if the course that you are teaching is part of a sequence of courses. This would be a good time to present a flowchart of that sequence. This shows where this course fits in and where the trainees would go next.

- *Phone Numbers and Email Addresses:*
  If you are available as a resource for help after the course, provide the trainees with your phone number and email address. Also provide contact information for any help desk personnel who can provide assistance.

Administering Course Feedback
The final activity is to ensure all trainees access and complete course evaluations. Here are some guidelines:

- **Give Clear Directions and Time:**
  Make sure it is clear how the feedback is to be administered. Let the trainees know how much time they have to complete the form and where to place it when they are completed.

- **Explain Use and Importance:**
  Explain that feedback not only lets us know how the trainees perceived the course, but also enables us to make improvements for future classes.

- ***Welcome Comments:***
  There is usually a place on feedback forms for open-ended comments. Encourage the trainees to enter comments, both positive and negative, and to be as specific as possible.

- ***Reassure Trainees of Confidentiality:***
  If the trainees are assured that their marks and comments cannot be traced back to them (unless they want them to), this will increase the level of feedback received. This allows them to honestly evaluate the course. Do not stand over the shoulders of the trainees as they complete their feedback form.

- ***Providing Feedback to Others:***
  Trainers, course designers, and training managers work together to make continuous improvements to instructional materials and the classroom environment. This cooperation provides us with the opportunity to enable trainees to achieve their goals. Feedback – whether written or verbal - is an important aspect of this process.

SASIT Website Exploration:

The SASIT website and SAS Help Desk SASIT Page were created to provide SASITs with training materials and additional resources that they can utilize in their own trainings.

Activity: SASIT Website Exploration (15 minutes)

Direct participants to navigate to http://websites.pdesas.org/sasit They should then explore the website, as well as the SAS Help Desk SASIT Page, and complete the SASIT Website Exploration Activity (p. 180), identifying training materials and resources for their own trainings.

SASIT Website Exploration

The SASIT website and SAS Help Desk SASIT Page were created to provide SASITs with training materials and additional resources that they can utilize in their own trainings.

5. Create two Bookmarks in My ePortfolio.

    Bookmark these SASIT resources:

    o   The SASIT Website - http://websites.pdesas.org/sasit
    o   The SAS Help Desk SASIT Page – http://websites.pdesas.org/helpdesk/2009/12/22/3890/page.aspx

2. Explore both sites.

    •   Locate and save any relevant training materials/resources from the sites.

    > **SASIT Tip: SAS Training Materials** are updated as changes are made to the portal. Materials are posted by date, as is the **SAS Full Training Manual**, available at:
    > http://websites.pdesas.org/helpdesk/2009/11/9/242/page.aspx

    •   What elements of the sites do you feel will be useful for SAS Trainings?

Element	How Will This Be Useful to You as a Trainer?
	▪ ▪ ▪
	▪ ▪ ▪
	▪ ▪ ▪

Action Planning for SAS Training:

At this point in training, SASITs have seen how all of the elements in SAS work together to promote student achievement.

Activity: Action Planning for SAS Training (20 minutes)

Direct participants to complete the Action Planning Template (p. 182-184), to begin developing a training plan for their district/organization.

Participants may choose to work alone, or to engage in planning with colleagues. They can draw from the SASIT training manual, their Action Plan from each of the SASIT modules, as well as any resources they located during training. The Thought Questions listed below may serve as a catalyst for discussion of planning concerns.

> **SASIT Tip:** A blank reproducible version of the **Action Planning Template** can be found on pages 206-208 in the Appendix.

Thought Questions:

Will you be training alone, or co-facilitating? If the latter, how will you divide the training?

What will the venue be?

Will the computers meet the necessary system requirements? Do you need to have any technology installed or updated prior to training?

> **SASIT Tip: System Requirements** for the SAS Portal can be found on the **SAS Help Desk Website**.

Do you have all of the necessary materials (e.g., markers, Post-its, etc.)?

When will the session(s) be held? Which of the training modules will you deliver?

Which module(s) support existing school/district/organizational initiatives?

Will the trainings be scheduled so as to provide adequate time for independent practice between sessions?

Who are the target participants? How will they be grouped?

How will you tailor content to the needs of the participants to ensure active engagement?

Action Planning Template

Use this template to begin to plan for SAS training in your organization.

Step 1: *What is the Problem?*
SAS Training: What are your goals for providing effective training on SAS and the SAS Portal in your classroom/school building/district/Intermediate Unit?

Step 2: *What will you do?*
What specific steps will you take to provide effective training on SAS and the SAS Portal?

Step 3: *How will you get there?*			
What needs to be done to implement these steps?	By whom?	By when?	What resources are required?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Step 4: *How will you know you are doing what you planned?* [Indicators of Implementation]
What specific indicators will you look for to show the training you provide on SAS and the SAS Portal is implemented?

Step 5: *What will you look for to determine if it is working?* [Indicators of Effectiveness]
What specific indicators will you look for to show you are effective in the training on SAS and the SAS Portal?

Training Registration/Evaluation Survey:

1. Direct participants back to the SAS Portal, and have them click on **Teacher Tools**.

2. Select **Workshop Evaluation**.

> **SASIT Tip:** As a **SAS Trainer**, your screen will look vastly different than the participants' screens. Explain that it is because you possess the role of **Trainer** within the SAS Portal.
>
> Once they have successfully completed SASIT training, the **Trainer** role will be assigned to their account as well. This will allow them to create training sessions, register participants, distribute online evaluation surveys, and view their survey results.
>
> Detailed instructions for using the **Workshop Evaluation** tool are on pp. 169-174.

3. Explain that **SAS Trainers** will have the option of creating two types of courses using the **Workshop Evaluation** tool:

   - **SAS-PD** – In this workshop, participants will be introduced to and understand the interconnectedness of all elements of SAS. Participants will learn how to navigate the SAS portal, utilize the Teacher Tools, and access targeted resources that are standards-based, promote active engagement, and reflect best practice.

   - **SAS Curriculum Mapping** - In this workshop, participants will build capacity for curriculum mapping and learn how to utilize the SAS Portal Curriculum Mapping tool.

> **SASIT Tip:** In order to successfully train others to utilize the **Curriculum Mapping** tool, it is required that participants attend a **Curriculum Mapping Tool (CMT)** training. A comprehensive list of SAS Portal trainings is available on the **Upcoming Trainings & Events** calendar on the **Home Page**.

4. Click **Create Session** to the right of **SAS-PD**; a window will open.

5. Show participants where to enter a Session Name and Location.

6. Your name will pre-populate as the **Instructor**. To add **Additional Instructor(s)**, click the **green arrow** icon. Enter a name, and then click **Search**. Click the **Add icon (+)** to select an individual.

> **SASIT Tip:** The search results will only show SAS Users who also possess the role of **Trainer**.

7. Click the **green arrow** again to close the **Search** tool.

8. Trainers can select the **Module(s)** that they will be addressing during the training session by using the drop-down box.

9. Enter in the duration by using the **Hours** and **Minutes** fields to the right.

10. Click the **Add** button. Once you click the **Add** button, you will see the Module information in the space below the header: **Chosen Session Modules(s)**.

> **SASIT Tip:** Trainers can select multiple **Modules**, depending upon the length and focus of their training.

11. Click on the **Calendar icons** to select a **Training Date** and **End Date** for the session.

12. Click on the **Clock icons** to select a **Start** time and **End** time for the session.

13. Click **Cancel**. Explain that once you click the **Save** button, the session will be created.

14. Scroll down to the section of the tool named **My Training Sessions**. Locate an example session, and show how the **Participant Registration Code** is generated.

15. Have participants recall that at the beginning of training, each of them entered a **Participant Registration Code** as part of their registration for SASIT training. As they begin to create their own sessions, they will need to distribute a **Participant Registration Code** to their participants.

16. Direct participants to the **My Workshops** section of the tool. They should locate the SASIT session they registered for, and then click **Take Survey** to begin the **Evaluation Survey** for the SASIT training.

Activity: SASIT Evaluation Survey (15 minutes)

Participants should complete the SASIT Evaluation Survey for this training. Once they have completed the survey, they are dismissed.

Remind participants:
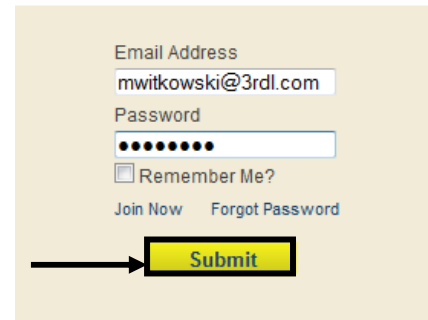
- To clean up their area; discard any trash, push in their chair, etc.
- Return any borrowed items (e.g., loaner laptops) to the front of the room
- The SAS Help Desk is available to all SASIT trainers (**SASIT PowerPoint – Slide #19**).
- Most importantly - thank participants for attending SAS Training!

Workshop Evaluation: Training Registration

Prior to holding a SAS Workshop:

1. Log in to the **SAS Portal**. Enter your **Email Address** and **Password**, and then click **Submit**.

2. Click on **Teacher Tools** in the upper-right corner of the screen.
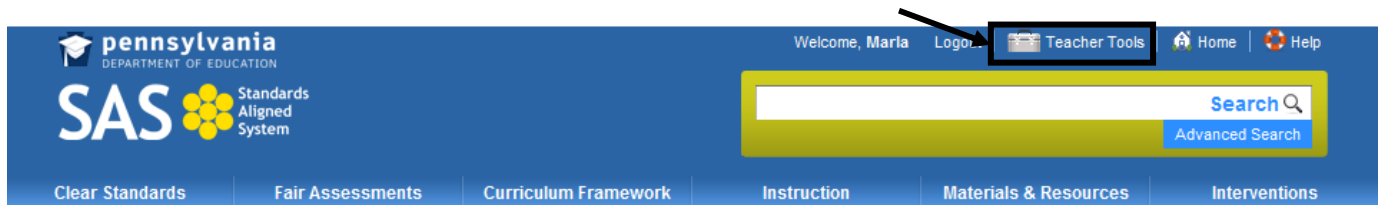
3. Click the **Workshop Evaluation** button.
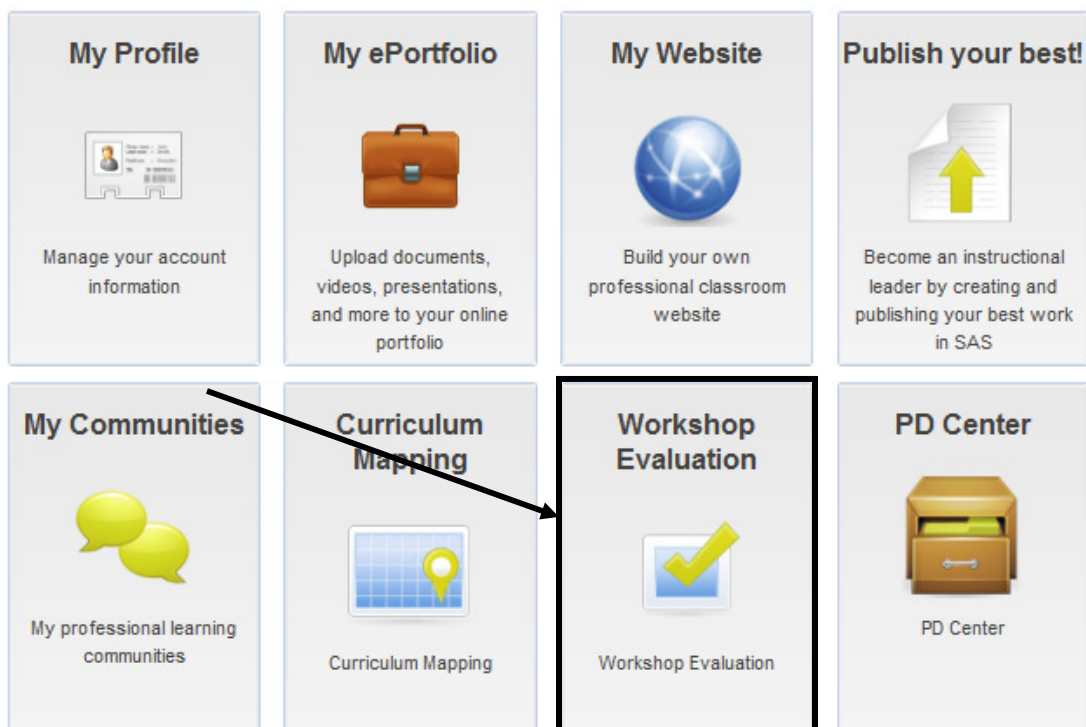
4. Under **Course Offerings**, select an appropriate type of session and then click the **Create Session** button.

Course Offerings

Id	Name	Description	
6	SAS-PD	In this workshop, participants will be introduced to and understand the interconnectedness of all elements of SAS. Participants will learn how to navigate the SAS portal, utilize the Teacher Tools, and access targeted resources that are standards-based, promote active engagement, and reflect best practice.	Create Session
10	SAS Curriculum Mapping	In this workshop, participants will build capacity for curriculum mapping and learn how to utilize the SAS Portal Curriculum Mapping Tool.	Create Session

- **SAS-PD** – a comprehensive overview of all the six elements of SAS, and the Teacher Tools.
- **SAS Curriculum Mapping** – an introduction to the Curriculum Mapping tool.

5. In the **Create Training Session** form:

- Enter a **Session Name**
- Enter a **Location**

Session Name
Introduction to SAS

Location
My District

6. Your name will appear as the **Instructor**. To add co-facilitators, click the *green arrow* next to the **Additional Instructor(s)** field.

7. Enter their first or last name into the **Additional Instructor(s)** field, and then click **Search**.

8. A list of potential instructors will be returned. Click on the *green plus sign* to the right of the instructor you wish to select; they will be added to the **Chosen Instructor(s)** field.

9. Repeat steps 6 and 7 to add **Additional Instructor(s)** as needed.

Instructor: Marla Witkowski

Additional Instructor(s)
Sue
Search

Sue Alderfer ✚
Sue Deiter ✚
Sue Ann Houser ✚

Chosen Instructor(s)

> **NOTE:** In order to be selected as an Instructor, the person must be assigned the role of *Trainer* within SAS.

10. Select the **Module** that you will be addressing during the training session by using the drop-down box.

Session Module(s)

Session Module   Duration
-- Select a Module --   Hours: 0   Mins: 0

-- Select a Module --
Module 1: Laying the Foundation
Module 2: Standards
Module 3: Curriculum Frameworks
Module 4: Assessment
Module 5: Instruction
Module 6: Materials & Resources
Module 7: Safe and Supportive Schools
Module 8: Teacher Tools
Module 9: Training Techniques
Module 10: Trainers - Using What I've Learned

(if more than 1 day of training)
2010

11. Once you select the **Module**, enter in the duration by using the **Hours** and **Minutes** fields to the right.

12. Click the **Add** button. Once you click the **Add** button, you will see the Module information in the space below the header **Chosen Session Modules(s)**.

13. To **Add Additional Modules** to your training session, repeat steps 10-12.

14. Click on the **Calendar icons** to select a **Training Date** and **End Date** for the session.

15. Click on the **Clock icons** to select a **Start** time and **End** time for the session.

16. Click the **Save** button.

17. The session will be added to the list under **My Training Sessions**. It will include a **Participant Registration Code** that needs to be distributed to participants at your **Training Session**.

- To edit your session, click the **Modify Session** (pencil) **icon**.

- To view a list of participants, click the **View Participants** (people) **icon** (**NOTE:** You will not be able to view a list of participants until they have had an opportunity to register during your session).
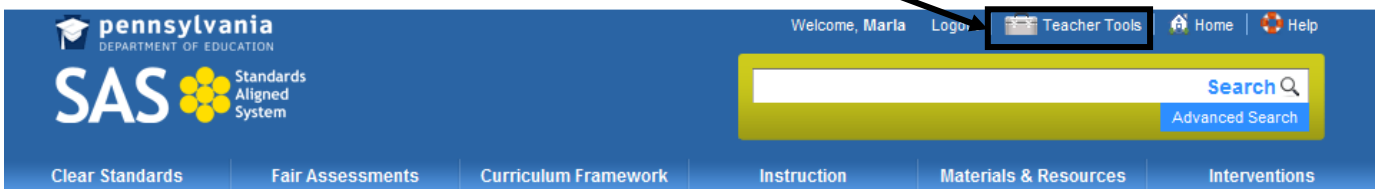
During Your SAS Workshop:

1. Have session participants log in to the **SAS Portal**. They should enter their **Email Address** and **Password**, and then click **Submit**.

2. Participants should click on **Teacher Tools** in the upper-right corner of the screen.

3. Participants should then click the **Workshop Evaluation** button.
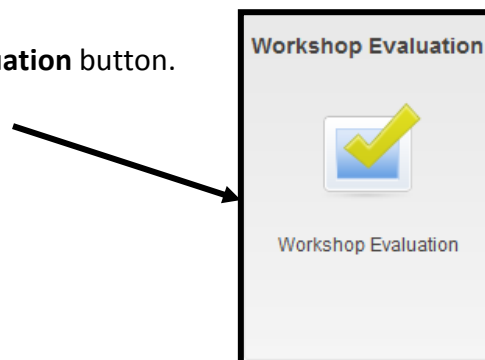
4. Participants should enter the **Participant Registration Code** for the session in the **Course Registration** field, and then click the **Register** button.

Course Registration

Enter the registration code provided by your trainer:

sas-pd-1255   **Register**

5. The session will be added to the list under **My Workshops**. Participants click on the **Take Survey** link to complete an online training evaluation at the end of the SASIT Training Workshop.

My Workshops

Session Id	Course Name	Session Name	Location	Schedule	Evaluation
505	SAS-PD	Introduction to SAS	My District	Date(s): 9/22/2011 - 9/22/2011 Time: 3:30 PM - 4:45 PM	Take Survey

Reviewing Session Data

1. Log in to the **SAS Portal**. Enter your **Email Address** and **Password**, and then click **Submit**.

Email Address
mwitkowski@3rdl.com
Password
••••••••
☐ Remember Me?
Join Now   Forgot Password
Submit

2. Click on **Teacher Tools** in the upper-right corner of the screen.

pennsylvania
DEPARTMENT OF EDUCATION

SAS Standards Aligned System

Welcome, **Marla**   Logout   Teacher Tools   Home | Help

Search
Advanced Search

Clear Standards   Fair Assessments   Curriculum Framework   Instruction   Materials & Resources   Interventions

3. Click the **Workshop Evaluation** button.

Workshop Evaluation

Workshop Evaluation
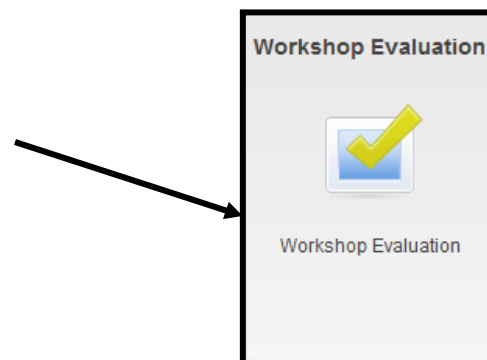
4. Under **My Training Sessions**, locate the session you wish to review evaluation data for.

5. Click the **View Survey Results** icon.
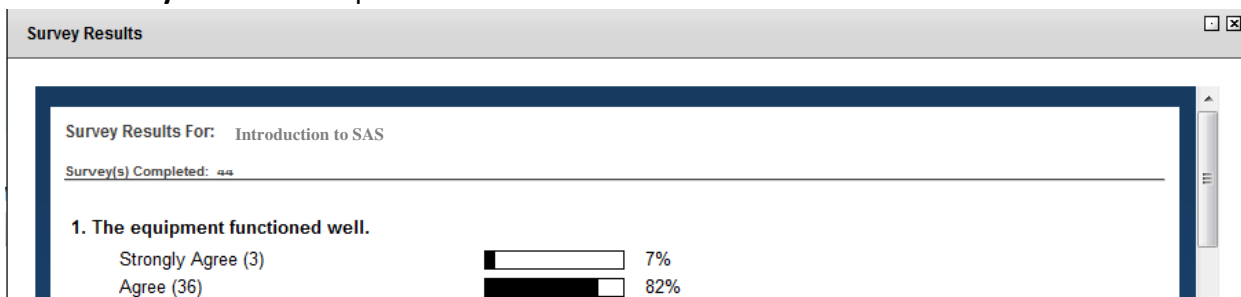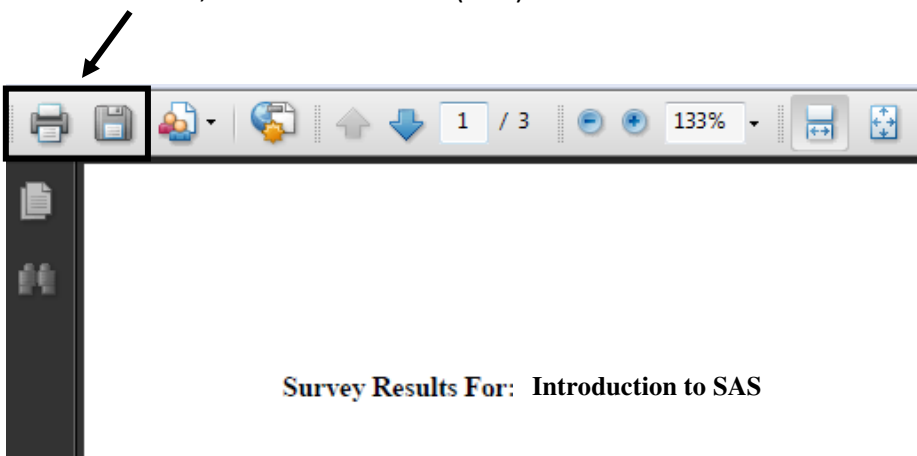

6. The **Survey Results** will open in a new window.

7. Scroll to the bottom of the window to **Export/Print**. The **Survey** print the PDF, and click the **Save** (disk) **icon** to save them.

NOTE: Viewing a file in PDF format requires Adobe Reader, a free application distributed by Adobe Systems.

http://www.adobe.com/products/reader/

Page left intentionally blank