

PARAeducator Resource and Research Center

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TRAINERS OF PARAEDUCATORS ACADEMY (TOPA)

INSTRUCTOR: Dr. Ritu V. Chopra

TEXT: Garmston, R.J. & Wellman, B.M., (1992). How To Make Presentations That Teach and Transform. Alexandria, VA: ASCD

COURSE OVERVIEW:

The purpose of this course is to provide the professional educator with the skills to provide effective presentations to paraeducators in schools. The course provides knowledge of the characteristics of effective and ineffective training sessions and the characteristics of adult learners. It provides guidelines and resources for planning the content of presentations for paraeducators and for developing effective presentation methods. The course includes time and support to examine, prepare, and adapt the CO-TOP Curriculum Materials to the needs of the individual trainer and their prospective audiences.

TOPIC OUTLINE:

I. CHARACTERISTICS OF EFFECTIVE TRAINING SESSIONS

- Setting Group Norms
- Creating Active Involvement, Energizers
- Addressing Real & Present Needs
- Using Problem Focused Training Approaches
- Designing the Instructional Environment for Adult Learners

II. ADULT LEARNERS

- Audience Analysis: Before, During and After Sessions
- Ages & Stages as Ways of Understanding the Adult as a Learner

III. PLANNING FOR THE PRESENTATION

- Organizing & Using the Assigned Space to Maximize Learning
- Pre-Planning Checklists of Details
- Creating and Presenting the Written & A.V. Materials and Handouts

- Preparing & Using Notes
- Preparing the Learning Objectives & Matching the Activities to the Objectives
- Designing & Using Effective Teaching Methods/Options

IV. DELIVERING THE PRESENTATION

- Practicing for Delivery
- Developing Presence & Poise as a Presenter
- Handling Questions
- Dealing with Different Types of People in Audiences

V. EVALUATING THE SESSION

- During the Session to Allow for Flexible Delivery
- At End of Session

VI. CO-TOP CURRICULUM MATERIALS

- Overview Examination of All Academies

ASSIGNMENT:

1. Select one academy. Thoroughly examine the objectives, activities and background knowledge of each of the modules in that academy. Prepare one activity form the academy to present to classmates during the second day of class.

| TOPA Day 1 Schedule | |
|----------------------------|---|
| Time | Scheduled Activity |
| 8:00 - 8:30 | Sign in / registration Pre-Assessment Packet Overview |
| 8:30 - 10:00 | Overview of CO-TOP Model for Training Paraeducators Overview of Academies Expectations of Trainers What Trainers Get Out Of It |
| 10:00 - 10:15 | Break |
| 10:15 - 11:45 | Characteristics of Effective Training Sessions Effective Trainer Characteristics |
| 11:45 - 12:45 | Lunch |
| 12:45 - 1:45 | Audience Analysis Paraeducators as Audience Members |
| 1:45 - 2:00 | Break |
| 2:00 - 3:00 | Gaining Familiarity with CO-TOP Academies Preparing to Present an Academy Planning for Delivery |
| 3:00 - 3:30 | Selecting an Academy Selecting an Activity from an Academy to Present Wrap-up for the Day - Announcements for Tomorrow |

| TOPA Day 2 Schedule | |
|----------------------------|---|
| Time | Scheduled Activity |
| 8:00 - 8:30 | Sign in Review of Day 1 Content - Questions |
| 8:15 - 10:00 | Present Prepared Activities to Small Groups <ul style="list-style-type: none"> ▪ Present it as if you were presenting to paraeducators to the extent possible ▪ Allow time for group members to engage in the activity ▪ Step out of the teaching role for questions on what it took to prepare the activity or idea sharing on how to present it to paraeducators |
| 10:00 - 10:15 | Break |
| 10:15 - 11:45 | Instructional Methods Workshop / Training Session Mechanics and Logistics |
| 11:45 - 12:45 | Lunch |
| 12:45 - 1:45 | Dealing with Our Own Fears |
| 1:45 - 2:00 | Break |
| 2:00 - 3:00 | Presence and Poise as a Presenter Dealing with Difficult Situations - Troubleshooting |
| 3:00 - 3:30 | Next Steps - Planning for Where We Go From Here |